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# AGNES SCOTT

ALUMNAE MAGAZINE SPRING 1986

"We are at war with ignorance and disease, and thirst and hunger. People say behind our backs that we cannot win. All we know is that there can be no losing."

*Mouhoussine Nacro  
Burkina Faso, West Africa*



"Global awareness will mean more than mere learning, it will mean global cooperation, going beyond cultural narrowness to mutual sharing and respect—even to love. For Agnes Scott, this is a beginning."

*John Studstill  
Director of Global Awareness  
Agnes Scott College*



After the Decatur delegation's October visit to Burkina, Agnes Scott welcomed a high-level visit from four Burkinabe educational leaders in February.

Under the auspices of the U.S. Information Agency, these educators from the University of Ouagadougou spent a month touring American educational institutions. They named Agnes Scott College as one of the first three institutions they wished to visit.

Our guests were Dr. Ambroise Zagre, vice rector; Dr. Akry Coulibaly, director of the Institute of Mathematics and Physics; Dr. Moumouni Rambre Ouiminga, director of the School of Medicine and Public Health; and Ms. Maimouna Sanoko, librarian-in-chief. They stayed at the Alumnae House several days while they visited with the campus community.

The 10-year-old University of Ouagadougou is Burkina's first and only university. At first it resembled the French system of education first established by Catholic missionaries. But now, 10 percent of its 5,000 students are women. Of the 200 faculty members, now 60 percent are Burkinabe.

When the Sankara government came to power in 1983, the university drew sharp criticism as a "bastion of elitism," and university leaders set out to prove their worth to a revolutionary government desperate to meet basic human needs in a poverty-stricken economy. Now the university offers a school of medicine and public health, an advanced agricultural research institute, and another institute to train professional clerical and administrative workers.

As Dr. Coulibaly explained, "The faculty has realized the verocity of those attacks and organized seminars on training to give new directions and applications to the needs of the country. For example, in the agricultural



institute, agronomy had not emphasized research until recently. The math and physics departments could not afford to import necessary scientific equipment, so the secondary schools are now making scales, compasses and other items in the classrooms."

At first the five-year-old medical school also resembled European-style programs in Dakar and Senegal, but "We are now tailoring them to meet the needs of the country," said Dr. Ouiminga. "Our primary objective is to train general practitioners and public and community health professionals." Under the old system, doctors were trained abroad, and returned to practice in urban medical centers. Now Burkina stresses health support for rural areas, and medical

school graduates must serve several years in one of these community-built facilities." Another thrust, Dr. Coulibaly noted, is building schools so all children have a chance to learn.

In a formal ceremony one evening, Vice Rector Zagre spoke on behalf of his country: "Thanks, joy, for your support of a people who are struggling for a better life." He described his hopes for Burkina and his boundless appreciation for the friendships at Agnes Scott. "We need cooperation between Agnes Scott and Burkina to improve the lot of Burkina women. Of course it is not easy for us men to share power with the 'weaker sex,'" he said, as the audience laughed. "But no country can develop without having the participation of women, and that's why we attached a lot of significance to mutual understanding and mutual affection.

"We'll tell Burkina people that Decatur people are open-minded to dialogue and have a great heart. I hope that the community of heart and spirit that we share today is symbolic of that community of heart and spirit to which the whole of humanity should aspire."

—Lynn Donham

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Copyright 1986, Agnes Scott College. Published three times a year by the Office of Publications of Agnes Scott College, Top Floor, Gymnasium, College Avenue, Decatur, Georgia 30030, 404/371-6315. The magazine is published for alumnae and friends of the College. Postmaster: Send address changes to Office of Development and Public Affairs, Agnes Scott College, Decatur, GA 30030.

Agnes Scott  
Alumnae Magazine

## AGNES SCOTT

Spring 1986  
Volume 64 Number 1

Thank you for reprinting my Atlanta Journal article on the U.N. conference and for your editorial comments (*Fall 1985 issue, Page 2*).

Your remarks about Mrs. Roosevelt (one of my heroines) made my point. The fact that delegates to international conferences must "represent the national interests of their countries" doesn't mean that those national interests necessarily conflict with international interests, only that even Mrs. Roosevelt, with all her personal influence, did not operate as a woman at a women's conference but as a U.S. Delegate and chair of the U.N. Commission on Human Rights, addressing her appeal to the General Assembly, not to an ad hoc conference.

As a White House staff member with some liaison duties with the State Department during the period preparatory to the Nairobi Conference, I was astounded at the work simply to prepare an agenda that was acceptable to the 100-plus members. Each government had to coordinate activities of various agencies, which had to agree internally. Each set of such recommendations then had to be reviewed by various U.N. working parties and then worked into a document which was acceptable to all. My position is not against international efforts, simply that efforts made within the mainstream of the U.N. are more fruitful than those which try to represent half the world population as a special interest group.

It is my generation that survived Nazism, established the U.N., and conceived and gave life to a Declaration of Human Rights. I don't know how Dorothy Douglas proposes to achieve and maintain peace (which after all, can come about in many ways). I'd like to ask her, does she propose U.S. unilateral disarmament, unilateral nuclear disarmament? Does she think the U.S. should ever, under any circumstances, go to war?

*Eliza King Paschall '38*  
Atlanta, Ga.

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Managing an embassy residence, caring for three children and meeting the social engagements of a diplomat are all in a day's work for Julia Cole Bouhabib. *By Carey Roberts*

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#### A Distinctive College

It's impressive to see a girl become a self-possessed young woman. Professor Richard Parry tells why that's an everyday occurrence at Agnes Scott.



## Phillips succeeds at second career

When Joe Frank Harris took office as governor of Georgia in January 1983, Gracie Greer Phillips '55 took office with him as the governor's executive assistant for appointments. That's not appointments to see the Governor. That's appointments to serve on the more than 200 state boards and commissions that make up an important part of the executive branch of the state government.

Gov. Harris is a businessman and runs the government like a business, comparing his eight assistants to corporate vice-presidents. Gracie and the others, including one other

woman who serves as press officer, have equal and ready access to the governor.

Gracie is at home with politics and politicians. Her father, John Greer, was secretary to Gov. Ed Rivers and has served in the legislature for many years. Even so, if a career counseling expert chose a resume to exemplify a candidate for Most Likely to Succeed in a top government administrative position, Gracie's would not likely have been at the top of the list.

She doesn't fit any stereotype: over 40, no graduate or professional degree, last paid employment as a sixth-grade teacher in 1957.

The eldest of six, three girls and three boys, she grew up in Lakeland, a small town in southeast Georgia. She graduated in a class of 50 from the local public high school and was the first person from Lakeland to go to Agnes Scott. Why?

"Because my daddy told me that's where I should go," she says. No second thoughts there. Why did Mr. Greer want her to go to Agnes Scott? No second thoughts there either, he says: "I wanted her to have the best. She was a smart girl."

To Gracie, Agnes Scott is the best. "They teach you to think, to recognize problems, to focus on solutions, to organize your work and your thoughts. Coming from a small high school, I really had to work. I studied most of the time." She majored in political science, but she remembers classes with Dr. Catherine Sims, Dr. George Hayes, and Dr. Walter Posey. She squeezed in some time with Blackfriars, but no lead roles. Her major activity was Pi Alpha Phi and debating. "It taught me to be part of a team," she says. "Debating makes you look at both sides of an issue, to be impersonal so you can disagree with someone while still respecting that person's motives. You learn to respect your opponent as an opponent." It also taught her to take a difficult situation and rise above it, she remembers.

"I would get so scared I'd wish I'd get sick so I wouldn't have to get up and

debate. It also taught me to listen. Much of what I do for the governor is listen to people who have good ideas and are interested in helping the state."

With her new bachelor's degree in 1955, Gracie started an executive retail training program but left after two years to marry Barry Phillips, an attorney. One year as a sixth-grade teacher completed her "paid" work experience. Then for 26 years, Gracie had a career familiar to many Agnes Scott graduates: being a homemaker and rearing a daughter and three sons. She did the usual things, PTA, Scouts, social service. Then with her children all over 20, she moved easily into a new career.

An old friend of her husband's wanted him to meet another friend who was going to run for Governor. So Barry and Joe Frank Harris had lunch and started forming a campaign committee. Gracie ended up volunteer fund-raiser and treasurer. She had to get used to thinking big in a hurry.

"We didn't have any paid fund-raisers," she recalls. "Our ad man said we should start with a \$100-a-plate dinner. I was shocked. I didn't think anybody would pay that. It was over-subscribed and a great success. We raised \$4 million."

Not surprisingly, Gracie says she has been lucky. "My daddy always encouraged me, and my husband

has been supportive. Working in the campaign, Governor Harris and I got along. When he asked me to take this job, I was delighted. It's an important job. All these boards and commissions give a lot of people a chance to take part in their government. I'm working for someone whom I respect and trust. We work closely with the legislature, and when I make contact on behalf of the governor, I don't have to worry that he might tell me one thing and give somebody else a different answer. We lobby for his program, and I think we should. I believe in his program."

"But here is a Southern politician, a businessman who prides himself on running the government like a business. Not the governor one might expect to appoint a woman to that job. Why do you think he selected you?" I asked Gracie. "I could ask him, or why don't you ask him?" she replied.

I did just that. "When you build an organization," Gov. Harris said, "you look to surround yourself with people — women or men — with special qualities for specific jobs. [Gender] doesn't have anything to do with it. Gracie had proved herself in the campaign as someone who could accept an obligation and fulfill it, she's thorough, hardworking, dedicated. We work as a team here, and she's a good team member. She likes

people, and she's my friend."

I asked Gov. Harris if he has any advice to other Agnes Scott women who want to have a successful career. "Do what you're comfortable in, and do your best. Your talents are unlimited, and they're going to be recognized if

you're willing to apply yourself and work hard. There's still no substitute for hard work."

Gracie Phillips' career proves that predicting career and career success is still an art, not a science. Every situation is different, but she is proof that a woman over 40 can succeed

in a new career, without a graduate degree, without a lot of paid work experience. Being able to think clearly and organize your work, liking people and doing your best, are skills that transfer from the campus to the home to the office. And it happens in the South.

— Eliza King Paschall '38



## Becky Johnson Bisher and brother custom-design locomotives

Seven years ago, when she was a wee lass of 22, Becky Johnson Bisher '78 of Mableton, Ga., and her younger brother went into the business of remanufacturing old diesel-electric railroad switching engines. Now the tired behemoths come to her shop from as far north as Minnesota and as far west as Utah.

For somewhere between \$190,000 and \$300,000,

she will jerk out one of the 1,200-horsepower engines, replace it with a 600-horsepower diesel, slap on 40 tons of ballast and give you back a machine that can push more than 100 railroad cars, each of which weighs more than 100 tons when loaded.

"We are in the business of custom-designing locomotives," she said. "We do all kinds of work, in-

cluding remote-controlled locomotives."

Mrs. Bisher, who is general manager of Chattahoochee Locomotive Company, is a third-generation rail-roader. The sociology major says railroading "kinda gets in your blood."

— Mary Ellen Pettigrew

*This article appeared in the May 13, 1984, Atlanta Weekly Magazine.*



THE CHARLOTTE OBSERVER

## Jackson teaches from life's experiences

**N**ever get in a car with Miriam Jackson '49 and expect to go anywhere directly. Miriam has a passion for side streets, cheap gas, odd shops and offbeat places.

I discovered this the summer of 1980 when we took "Indians for Teachers" at University of North Carolina at Charlotte. We had taught together for two years at Oaklawn Elementary School, and I had no reason to suspect that this motherly, down-to-earth person was anything but the kind, sensible teacher she appeared to be. The fact that she had five children and had celebrated her 25th wedding anniversary added to that impression.

I began to see the real Miriam on our trips to

UNCC. Once, we made a death-defying U-turn in the middle of the highway to visit a place called "The Pot Roast." Miriam signed up for a course in French cookery and I bought a bag of nutmegs. Other side trips included a used jeans sale, visits to a day-old bakery and a sudden, inspired foray into Hickory House for several pounds of barbecue that made a quick dinner for Miriam's large brood.

That was just the tip of the iceberg. At the end of the Indian course, I learned that Miriam had decided to fulfill a longtime dream to work at Woods Hole, Mass., an international center for marine study and summer home to many of the world's famous scientists. A 1949 graduate of Agnes Scott with a major

in science, Miriam had been impressed by her college mentor's description of Woods Hole. Miriam had called Woods Hole earlier in the spring and found the classes fill up a year in advance. In typical Miriam fashion, she persisted, discovered that a science school for children 6 to 16 convened at Woods Hole every summer. She proceeded to get herself hired as a parent helper and field trip driver.

For a month Miriam lived in Woods Hole, alone in an old barn that had been converted into apartments. She audited adult classes, watched scientists at work and drove children on field trips to parts of the island where no one else was allowed. Miriam returned to Woods Hole for three summers.

Back from Woods Hole, Miriam didn't relax. She, husband Mack and children packed the family station wagon and left for a camping trip west.

My picture of Miriam was becoming clearer. The horned-rimmed glasses, the wrap-around skirt, the flat Weejun sandals were all a disguise. Miriam was really Christopher Columbus. As I got to know her better, I discovered that she had taught in Japan a year, visited Mexico, lived in both Denmark and Korea as part of the Friendship Force, toured Europe with her church choir and even fitted in a trip to the Kentucky Derby with a daughter who loves horses.

But how does all this adventuring manifest itself in teaching? How does Christopher Columbus operate in a fourth-grade classroom at Burns Elementary School?

Jenna Waters, a former student, remembers a trip to Old Salem and Miriam's ability to make the past vivid: "We could understand how it was to live back then." She remembers experiments with reflections and "magic tricks with light" when they were studying the sun.

Another student, Chuck Martin, recalls, "She was always sure nobody got in a lotta trouble. She made sure that people didn't hit back. She brought special people to class — Mrs. Goodnight, Mrs. Burkowitz. They talked about how I could keep control of myself. I got four certificates for being good all day."



When Miriam, herself, thinks of good days in her class, she recalls the special visitors. She once asked a blind friend to discuss sightlessness — cooking without burning oneself, dressing by feeling the texture and heat of materials. Another time, she invited a man paralyzed from the neck down to demonstrate how he paints pottery and canvases with a brush held in his mouth.

As Miriam reviews the good things that have gone on in her class, as former students remember their lessons, a pattern in Miriam's teaching begins to emerge.

She is an explorer, a pursuer of much there is to know and see and do and think. But the end result in the classroom has less to do with travel and more to do with the many ways of seeing and experiencing life. Inherent in many of her lessons is a respect for differences, the variousness of life and great possibilities it offers. Miriam yearns to see the Taj Mahal, but loves exploring a shop full of kitchen accessories. She has traveled and lived all over the world, but still, and perhaps because of that, she knows how special it is that Chuck Martin has been good all day for four days straight. — Margaret Claiborne

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## Dabbling in real estate becomes full-time job after college

Lori Spencer '85 ran her college housing business out of her bedroom. Nowadays, she looks for property with a chance of going commercial.

When Lori Spencer was in her last year at Agnes Scott she pooled resources with her brothers, Todd and Craig, for a down payment on a house for the three of them to share. Each contributed about \$2,000 from savings and small legacies from their mother, who died two years earlier.

Once they moved in, they quickly saw the potential for profit in student housing. So, they sought their father's backing to buy five other houses, most of them near Emory, where Todd is in medical school. They began renting rooms to students and plowing the profits back into the purchase of other properties. Todd and Craig, a first-year law student at Georgia State, are responsible for upkeep; Lori is in charge of purchasing new properties and renting out

the old.

She has tried to purchase houses in areas that are likely to go commercial within a few years to maximize their resale potential. "We're not trying to make big bucks now," she says. "We're just trying to cover our costs and have money left over for maintenance. But one day it should pay off." — Ginny Carroll

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# One Tough Job

**Representing Lebanon is a complex and delicate task for Julia Bouhabib and her ambassador husband.**

By Carey Roberts '57

Carey Roberts is co-author with Rebecca Seely of *Tidewater Dynasty* (Harcourt, Brace, Janovich), a biographical novel of the Lees of Stratford Hall. She lives in Potomac, Md., with her husband and four children.

She is the mistress of an embassy home with a household staff of five. She and her husband entertain or attend social engagements in the District almost every night of the week, and that's not to mention her own schedule of morning coffees, luncheons and afternoon teas. But what may seem to be a fairy-tale life carries its own particular kind of responsibilities. And no one is more aware than Julia Cole Bouhabib '72, wife of the Ambassador of Lebanon to the United States, of the opportunities and the importance of her role.

"Serving in the diplomatic arena, particularly in Washington, D.C., involves teamwork for husbands and wives," says Julie in her serene, soft-spoken way. "In this city, more so than any other capital in the world, social life is business. Ambassadors, administration leaders, state department officials, members of Congress and high-level Pentagon officers do a lot of connecting at social events. It is in the social milieu that impressions are made, information is exchanged, and business informally conducted.

Wives of diplomats play an integral part in the constant stream of dinner parties, balls and benefits in Washington that require planning and organization, she says. For the most part, they arrange these events, explains Julie, "through their graciousness and hospitality, they and their husbands represent their countries." But not without some sacrifices.

"I have seen diplomatic wives arrive in Washington having left careers of their own in their native countries. Perhaps these women were doctors or professors or lawyers. But they soon learn that if they want to see their husbands do a good job in Washington, diplomatic service will be a full-time job for them also. As far as I can see, they all do it beautifully."

Political life is still relatively new

to Julie. In January 1983 her husband, Abdallah R. Bouhabib, was appointed ambassador to the United States. In June of that year, the Bouhabibs moved into the stately, white-stucco Lebanese embassy in Washington's affluent northwest section.

"In the first week," recalls Julie, "we held two large parties, and I still wasn't even sure where all the forks were. I remember one terrible afternoon when I misplaced the key to the wine cellar and found it only a few minutes before the guests arrived." She managed to find a fine Lebanese cook in Washington who not only helped with those first parties but soon became a permanent part of her staff, along with two drivers and two housekeepers who also help with the Bouhabib's three children.

Her days go by in a curious blend of public and private life. Julie voiced concern for her children who, she admits, had some real adjustments to make to diplomatic life. The Bouhabibs were living a quiet suburban life in Potomac, Md., when economist Abdallah Bouhabib was appointed to the ambassadorship. Julie was a full-time mother. "There are two worlds in Washington," says Julie, "one is normal life, such as in any city. The other is the diplomatic world. It is a drastic change for a young family to make."

Now, the 9-year-old twins and their 5-year-old sister are chauffeured to the French International School. There, they are taught one day in French, the next day in English. They have a special motivation to be bilingual since all of their Lebanese family speaks French. At three when they return from school they have their big meal of the day, and Julie sets aside time to be involved in their after-school activities. The whole family is often together for a short time late in the afternoon, but there are few casual, relaxed family meals.

"The first year was very hard on the children, especially the baby,



The Bouhabibs: Julia, Abdallah, 5-year-old Nada, and the 9-year-old twins, Amal (left) and Amin.



Julia Cole Bouhabib

who was only 3," Julie remembers. "I didn't know then which invitations I could refuse and which I should accept, so I accepted everything. The second year I did much better, and they see much more of me again." She says she does not worry unduly about her children's safety but takes the necessary precautions: Someone is always with the children.

"The children," she adds, "have given us some of our funnier diplomatic moments." When President Gemayel and his wife visited the United States in the summer of '83, the Bouhabibs were just settled into the embassy. "We held a very formal state dinner here at the embassy and had the children, dressed in their very best, brought down during the reception hour to meet the president. The trouble was they weren't used to being introduced and then sent away — they wouldn't leave!" She finally got them upstairs, but then, "when we were all seated in the dining room, black tie, evening dresses, all very elegant — here they were again, in their pajamas, to say good-night!"

"Since the Lebanese chancery backs onto the embassy grounds, my husband often brings guests home for lunch. One of the responsibilities of an ambassador's wife is to make certain the embassy is always ready for company, that food and drink are plentiful — and that the ambassador's wife looks presentable! It may sound as though I have a lot of help in doing that, but the truth is I am extremely busy," points out Julie. As busy as any executive, she schedules her own appointments and manages five staff members, three children and an aging house. "For example, I am required to have three estimates for any household repair and this house was built as a private residence in the '40s — there is always something that needs doing!"

She has recently redecorated the embassy's main rooms in soft shades of aquamarine highlighted with deep

crimson silk. Private donations provided the funds. The rooms display paintings by Lebanese artists, including colorful landscapes. The collection of silver-framed pictures on the baby grand piano includes one of Lebanese President Amin Gemayel and Ambassador Abdallah Bouhabib at a 1983 meeting with President Reagan at the White House. Another pictures Abdallah, Julie and their three children, and there is also a picture of Julie laughing with Nancy Reagan.

While seeing that her children have a happy secure childhood is an important private concern for Julie, her overriding public concern is to help her husband represent Lebanon to the United States government and to the officials of other governments in Washington. To gain poise and to prepare herself for limelight occasions, Julie Bouhabib recently completed a public speaking course offered through the Capitol Speakers Club. "I haven't been called on to give a speech yet," she laughs, "but I think I am ready now."

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### **For the past decade this small country has been torn by constant war. . . brutal internal struggles.**

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Representing Lebanon is a complex and delicate task since Lebanon is a nation in a perpetual state of crisis. An ancient land with a history that can be documented to 5000 B.C., Lebanon is a rugged mountainous country with 130 miles of coastline along the Mediterranean. Lebanon's famous seaport cities — Byblos, Sidon and Tyre — served as important trade centers in the time of the Phoenicians. Its people are farmers and traders; there is little to export.

Like Syria, its powerful neighbor to the north and east, Lebanon was

part of the Ottoman empire from the 1500s until 1918 when this land fell under French mandate. In 1943, Lebanon became a fully independent republic with a written constitution based on the classical separation of powers — a president, a single chamber elected by universal adult suffrage which includes educated women, and an independent judiciary.

Lebanon's political life depends on a peculiar religious balance. Under an unwritten national covenant (the National Pact), deputies to the chamber are elected according to the confessional distribution of the population so that each Christian or Moslem sect has representatives in proportion to its size. The president is always a Maronite Christian, the prime minister a Sunni Moslem, and the speaker of the chamber, a Shia Moslem.

For the past decade, this small country only four-fifths the size of Connecticut, has been torn by constant war, its cities and countryside the setting for brutal internal struggles for power between Moslems and Christians and regional wars between Israelis, Syrians, Palestinians, and others such as Libyans and Iranians. Christians make up almost half the population and have dominated national affairs since 1943; however, Lebanon is an Arab country, a member of the Arab League, and the struggle to obtain national dominance between varying Moslem sects is fierce.

It is a problem complicated by external forces.

In the 1940s, Lebanon accepted into its borders some 250,000 Palestinian refugees. Since the 1967 Arab-Israeli war, the armed Palestinian resistance fighters have collided with Israel to the south, producing a continuous state of war in Southern Lebanon and the border country. Israeli invasion and occupation of Southern Lebanon followed and the eventual intervention by U.S. forces

as well as the Arab Deterrent Force and U.N. peacekeeping forces. Israel's decision to withdraw, however, created power vacuums that Christians and Moslems are battling to fill with the aid of Lebanon's powerful neighboring countries, who have vested interests in seeing that the "right" faction eventually takes control.

"It may seem that the struggles in Lebanon are religious," says Julie, "but the real struggle is for regional supremacy." Lebanon is unquestionably a vital piece in the mid-East land puzzle.

In September 1982, Amin Gemayel was elected president of the Republic. He is the son of the late Sheik Pierre Gemayel who founded the Phalange party and the brother of Bashir Gemayel, who, before his assassination was the leader of the Lebanese forces. Amin Gemayel is, of course, a Maronite Christian. (Maronites are Christians affiliated with the Roman Catholic Church. They inhabited Lebanon before the Moslems invaded in the 7th century.)

To select someone to fill the sensitive position of ambassador to the United States, the newly elected president turned to his Maronite Christian friend and political supporter, 41-year-old Abdallah Bouhabib, then a senior loan officer with the World Bank.

Ambassador Abdallah Bouhabib was born and reared in a small mountain town called Roumieh some 10 miles northeast of Beirut. He was educated in Arabic and English by British Quakers and received his B.A. from the American University of Beirut and his Ph.D. in economics from Vanderbilt University in Nashville, Tenn.

It was at Vanderbilt in the fall of 1970 that he met Julia Cole, a recent transfer student from Agnes Scott. "A blind date for homecoming weekend arranged by a mutual friend,"

recalls Julie. "I liked Abdallah immediately because he seemed to be interested in bigger things than just college life. He was then and still is a dynamic man who always sees the big picture. At first, we were just friends. I remember our sitting under a tree on the Vanderbilt campus that fall wondering where we would each be in 10 years. We didn't imagine that we would be together."

At that time, Julie had in mind a career in microbiology and medical research. It was the only reason she had transferred from Agnes Scott. "I had been very happy at Agnes Scott," she says. "I loved the closeness of the girls and the personal involvement with professors. I was a biology major and was influenced strongly by Josephine Bridgeman. Dr. Margaret Pepperdene, my English professor,

taught me how to think creatively. Those were really happy years for me. The transfer was made simply because I needed a college closely related to a medical facility."

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**"The Lebanese people are highly literate and very compassionate. They are suffering badly."**

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After her graduation, Julie worked for several years in the department of pharmacology and biochemistry at Vanderbilt. In June 1974, she married Abdallah Bouhabib. "There were no cultural adjustments to make in our marriage," she says, "I grew up in a family-oriented, conservative environment in Aiken, S.C., and the Lebanese are just that — family-

oriented, warm, generous. Of course, I have learned to cook Lebanese dishes — which are complicated, but delicious — made with lots of onions, garlic, cracked wheat, parsley, olive oil. Tasty and very nutritious. And, I have learned to speak some Arabic so that I can talk with my mother-in-law about the children."

Julie is devoted to her adopted country. "In spite of a decade of war, Lebanon remains a beautiful country with white walled, red-roofed villages that make one think of Italy. Its summers are long and rainless.

"The Lebanese people are highly literate and very compassionate," she explains. "They are suffering badly; the currency is weak and economic conditions are critical. My husband and I are, of course, strong supporters of Amin Gemayel's government. We believe in Gemayel. He wants to rid the country of outside influences, to make all Lebanese feel represented in the government. Lebanon for the Lebanese! That is what Amin Gemayel believes in. Nothing else comes first."

Julie Cole Bouhabib has no idea how long she and her husband will be in Washington. Her focus now is on raising her children and being a partner with her husband in representing Lebanon.

A gracious diplomat in her own right, she is quick to express her admiration for the American State Department officers and their wives with whom she and her husband work so closely. "The top officials and the professionals here in Washington — the 'desk people' who stay current on Lebanon and the affairs of the mid-East — as well as the State Department's Office of Protocol, are there to ease every social situation. These are marvelous people," she says with sincerity. "I don't think everyone realizes it. These are wonderful representatives of America, the best this country has to offer." ♦



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# Quest For Curriculum

When a faculty decides to change a curriculum, almost instinctively they realize that they are striking at the heart of that which each of them values most.

By Ellen Wood Hall '67  
Dean of the College

**C**hange. "Everything seems to be changing so fast." We hear those words rather often on the Agnes Scott campus these days. That is not to say that "things" are not different in one way or another. The buildings are being transformed. There are new faces on campus among the wonderful familiar ones. And yes, the calendar will be different next year. The semester calendar will provide students and faculty with two long periods of time rather than three short periods to work together on that extraordinary and slightly mystical activity known as the teaching-learning process. I believe they will discover that, even though they are busy, they will feel more relaxed under the semester system. Furthermore, freshmen (as well as those of the other classes who choose to do so) who begin their study for their degree this fall will do so under a new scheme of basic requirements designed to assure their competence in basic skills, their exposure to a choice of broad areas of subject matter, and their expertise in a chosen major.



As a relative newcomer to the Agnes Scott community, even though I experienced Agnes Scott as a student nearly 20 years ago, I find that numerous thoughts crowd my mind as I contemplate how to give other alumnae and friends of the College my impressions of how we at the College—faculty, administrators, and trustees—view changes already underway and those planned in the academic program. I am immediately reminded of an adage in French, "Plus ça change, plus c'est la même chose." Roughly translated, the saying suggests, "the more things change, the more they stay the same." The French person who coined this adage had, I believe, a healthy sense of Gallic cynicism.

As applied to Agnes Scott, however, this proverb assumes a decidedly positive tone. All of us involved with the various changes are committed to preserve the institution, to offer the best liberal education for women "under auspices distinctly favorable to the maintenance of the faith and the practice of the Christian religion." However, a college must be a function of its time and its place in order to offer the best possible education to its current students. It is inevitable that Agnes Scott will change, but those changes will be designed around the constant center.

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**Important to the process was the spirit in which the Steering Committee decided to work.**

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A few other thoughts from my perspective are in order before I recount the process we have gone through since Jan. 4, 1985. In early 1984 I became a candidate for dean of the college; I remember being rather surprised that the curriculum and academic program which I had

taken as a student in 1963-67 were much as I remembered them. Though pleased to see continuity, I wondered how the faculty had regarded the academic program during that time. I learned that new ideas were indeed being considered.

As part of the 1982-84 self-study and evaluation process which led to reaccreditation by the Southern Association of Colleges and Schools, the visiting team determined that Agnes Scott needed a solid academic plan. Furthermore, the faculty had planned to vote in October 1984 on whether to change to the semester system. The vote was actually taken Jan. 4, 1985. At that time, the faculty voted overwhelmingly (41-18) to recommend to the president "that the College adopt, beginning in the academic year 1986-87, the early semester variable hour calendar."

President Schmidt accepted the recommendation immediately, and a new opportunity presented itself. The faculty realized that they could use this change to review and renew

the curriculum, a clear first step toward the needed academic plan.

The faculty's process to convert to a new calendar and to a new system of basic curricular requirements began with the recommendation by the Faculty Executive Committee that the president establish the Ad Hoc Semester System Steering Committee. The president acted upon this recommendation and the faculty members of the Semester System Steering Committee were elected by the faculty on Feb. 8, 1985. On Nov. 8, 1985, the faculty voted to put in place a new curriculum of basic requirements. The rigorous and carefully wrought process, completed within only eight months, is a credit to the Agnes Scott faculty. Most faculties take between two and five years to complete a review and to institute curricular revisions.

The Semester System Steering Committee members were Professors



Dean Ellen Wood Hall '67

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David Behan, philosophy (Chair); Penelope Campbell, history; Kwai Chang, Bible and religion; Katharine Kennedy, history; and Patricia Pinka, English. Ex-officio members of the committee were Ellen W. Hall, dean of the College, and the president of the Student Government Association. During the spring of 1985, Professor Chang requested, for health reasons, that he be relieved of his duties. Professor Harry Wistrand, biology, took his place. At the end of the academic year, Professors Campbell and Pinka left the committee and were replaced in the fall by Professors Art Bowling, physics, and Miriam Drucker, psychology.

Each of the faculty members of the Semester System Steering Committee, except the chair, in turn chaired a sub-committee which was to deal with a specific part of the transition: recommendations to the faculty about distribution requirements and curricular coherence; graduation requirements, major and departmental requirements; recommendations to the administration on the semester calendar and the daily schedule; and faculty workload.

One of the most important aspects of the process was the spirit in which the Steering Committee decided to work from the outset. Agreeing to keep the purpose of the College foremost in our minds, we considered the educational program as a whole rather than piecemeal.

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### **With the calendar change faculty recognized an opportunity to evaluate the academic program.**

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It was important to balance our thinking between this opportunity to review and to change and the appreciation of our traditional strengths. We saw this as a continuing process and

wanted frequent consultation among faculty, and between students and faculty, since we would all be affected by the changes. We acknowledged choice as an essential element in liberal education. We regarded faculty advising as a way to guide choice, rather than to enforce rules.

We began Feb. 15, 1985; subcommittees tackled many tasks simultaneously. Our first goal was to structure the early semester calendar for 1986-87. The subcommittee made the recommendation to the president and the calendar was in place by March 1985. The pattern for this calendar, the most prevalent academic calendar in the United States, is to begin classes in late August and to complete examinations before the Christmas holidays. Classes begin again just after the middle of January; graduation takes place in mid-May.

As mentioned above, the faculty took another bold step, one which is often deferred when a college changes its calendar. More often than not, a college will decide merely to map its existing academic program onto a new calendar, and to defer more substantive curricular changes until a later time. In early discussions the faculty had recognized that changing to the semester calendar presented an opportunity to evaluate the academic program. The faculty soon agreed that some changes were in order.

The subcommittee in charge, and the Steering Committee in turn, began to look at the system of requirements designated as "distribution requirements" in the 1983-85 catalog. Those requirements were already in line with the curriculum restorations occurring nationally. An article in *The New York Times* on March 10, 1985, titled "Wave of Curriculum Change Sweeping American Colleges," discussed the national "back to basics" movement,

the restoration of "distribution requirements," and "themes in curriculum." Agnes Scott faculty and administrators attended national meetings in the spring of 1985 to discuss reports by the American Association of Colleges, the National Institute of Education and the National Endowment for the Humanities which decried the state of academic programs nationally. Agnes Scott did not need to "go back" to basics. We'd never left. We had a different task.

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### **I believe today's student takes possession of her education and her life so as to reach her potential.**

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Our faculty wanted to refocus the requirements to serve the Agnes Scott student living in today's national climate. In both their advising and their teaching capacities, faculty noticed that students voiced more than the usual number of complaints about "getting the requirements out of the way." Limited choices in their first two years disgruntled students. If a student entered the College without advanced standing in one or more subjects, nearly half of her first two years' program was required.

Agnes Scott students, as a group, have maintained certain basic characteristics over the years. They are bright and conscientious. They are ready to assume responsibility, and they want to think independently. They have enormous potential. I was heartened both in my interview, and as I have worked here, to discover that in this respect, things are indeed the same.

I would argue that today, since there are more choices for women's lives, and since the information glut



of the media often presents conflicting views on life's goals, educators have a special responsibility to help students learn to choose. The national press on higher education devotes much coverage to the rationale for and the methodology of teaching critical thinking. But I believe we need to go a step further at Agnes Scott.

From earliest times, our catalogs have emphasized the importance of students' own choice in their academic programs. We must continue the tradition. From the day they choose Agnes Scott, students need opportunities to choose how Agnes Scott will educate them. We must give them tools with which to work, we must introduce them to broad areas of knowledge, and we must teach them how to delve deeply into at least one field. We must also give them strong and thoughtful guidance in making their own choices within these broad parameters. In this way, I believe, today's student takes possession of her education and her life in a way which will enable her to reach her potential.

The semester committees and the faculty approached changes in the requirements in this spirit. An overhaul of the entire system of requirements was not necessary, but reconceptualization seemed to be.

The committee first addressed the conceptualization of categories. They settled upon three standards for the new set of requirements: **Specific**, **Distributional** and **Depth**. The **Specific Standards** insure a student's competence in specific skills necessary to prepare her to have a successful college career. **Distributional Standards** introduce a student to the ways of

thinking and to the subject matter of broad areas of human inquiry. The purpose here is introduction to rather than coverage of a subject area. A student satisfies these standards by completing courses designated to the distributional areas. Through the **Depth Standard**, a student develops a command of a particular subject matter by completing a major program.

How does a faculty proceed to change a curriculum? How do nearly 70 very intelligent, highly educated, independent persons reach consensus on a basic curriculum for an institution? After all, they were appointed to teach here because of their expertise in specific subjects which they hold dear. When a faculty decides to change a curriculum, almost instinctively they realize that they are striking at the heart of that which each of them values most. And, as in high quality institutions nationally, Agnes Scott trustees delegate the responsibility for the curriculum to the faculty. The faculty, under the authority of the board, holds the curriculum in trust, just as the trustees hold the institution in trust.

The faculty process is dialectical. Discussion and argumentation, often heated, are pivotal. There was lively discussion leading to the establishment of the pattern of specific and distributional standards. This pattern set the framework for the basic components. The components involve specific departments and actual courses which are especially dear to faculty hearts. Although all faculty agreed that students need to acquire a balanced introduction to Agnes Scott's program of study, their opinions varied on what constitutes balance.

Throughout the spring of 1985, the Semester System Steering Committee made suggestions and presented proposals to the faculty. They were discussed throughout April and May at faculty meetings; straw ballots were taken to discover clear faculty mandates. Finally, at the June 1, 1985, faculty meeting (the last of the academic year), the Semester System Steering Committee moved that the faculty adopt a "compromise, skeletal curriculum structure as the first building block of a curriculum which will continue to be developed throughout



Associate Professor of Art Terry McGehee, left, and Carolyn Conley '85 discuss figure-drawing technique in a life-study charcoal rendering.

the fall and winter quarters of 1985-86." It also moved that the faculty continue to consider certain "important issues during the first two quarters of 1985-86 and that as a result of these discussions, additions and modifications be made to the skeletal curriculum...."

The June 1 skeletal curriculum established that, unless exempted, students must complete specific standards as follows: two semester courses in English composition and reading, one semester course in mathematics, the intermediate level of a foreign language, and two semester courses in physical education. The *distributional* standards were in the humanities and fine arts: one semester course in literature in the language of its composition, one semester course in historical studies, one semester course in religious and philosophical thought, and one semester course in fine arts. In natural science, one semester course with

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### **Faculty put student and college concerns before their own ardent desires to teach their subject.**

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a laboratory section is required, and in social science, the requirement is one semester course. Although this general pattern of requirements had significance, June 1 curriculum was not the final version.

Eleven issues were left open for further planning:

1. The following issues regarding physical education:
  - a. The amount of credit earned by one physical education course
  - b. Whether grades in physical education will be calculated in a student's grade point average
  - c. The number of semester-hour credits earned in physical education which will apply toward the

total number of semester-hours required for graduation

2. Whether there should be a specific biblical literature standard, a specific religion standard, or a distributional standard in these areas
3. Whether the specific standard in foreign languages may be satisfied by languages not offered at Agnes Scott
4. Whether the study of computers should be included in the specific and distributional standards
5. Whether there should be a specific or distributional standard in some aspect of world cultures or participation in an organized overseas program
6. Whether the study of women should play a role in the specific and distributional standards
7. Whether the graduation requirement should be above or below 120 semester hours
8. Whether credit hours per course should be equivalent to contact hours, and the number of credit hours to be offered for most courses in the semester system
9. Who decides how and which courses are to be designated for standards and exemptions
10. Whether there should be exemptions for distributional standards
11. Whether there should be two semester courses of laboratory science in the distributional standards.

I would like to make several observations regarding the June 1, 1985, faculty actions. First, the actions demonstrated that in a very short time, the Semester System Steering Committee and the faculty had made much progress. Second, the faculty had established a clear pattern of components for the specific and distributional standards. Third, faculty wisdom determined that certain issues pertaining to the academic program were too important to be settled even in a period of two or three months. Most significant to someone who sits in my posi-

tion, that delicate and fragile phenomenon essential to the well-being of a liberal arts college was much in evidence—the faculty had joined together in a process of institutional thinking. They were thinking across departmental lines, putting student and college concerns before their own ardent desires to teach the subject matter so important in their professional lives.

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### **In only eight months, the faculty had reached a consensus on a pattern of requirements for students.**

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In the summer of 1985, at the request of Chair of the Board of Trustees Larry Gellerstedt, President Schmidt and I met with the executive committee of the Board of Trustees to report on progress in moving to the semester system and on the semester curriculum.

Last September, on their return, the faculty faced a number of difficult issues. The dialectic continued. In June, the faculty had decided to require one semester course in all of the distributional areas, and to give students a limited choice of subjects with a large number of courses within those areas. But after the summer, the faculty began to weigh the old set of heavier requirements against the new, fragile coalition of required skill areas and introductions to subject areas. In the Oct. 4 faculty meeting motions passed to alter the June 1 curriculum by increasing the laboratory science requirement, reinstating the biblical literature requirement, and doubling the physical education requirement.

At the regular meeting of the Academic Affairs Committee of the Board of Trustees on Oct. 11, 1985, I reported the shift from the June 1



Marilyn Darling, associate professor of physical education, and Andrea Morris '86 of Jacksonville, Florida, rehearse in the Bucher Scott Gymnasium Dance Studio.

curriculum as well as the great sense of unease I perceived in the faculty. But the momentum of institutional thinking recovered after the Oct. 4 faculty meeting.

After more discussion and readjustments before and during the faculty meeting on Nov. 8, the faculty passed by a vote of 58 to 7 the curriculum detailed here. In only eight months (although months which seemed endless to some), the faculty had reached consensus on a pattern of requirements for students.

The semester curriculum approved by the faculty on Nov. 8, 1985, is as follows:

To insure the quality of the Agnes Scott degree, three standards must be satisfied.

1. Specific Standards
2. Distributional Standards
3. Depth Standards

1. The purpose of the **Specific Standards** is to insure a student's competence in specific skills.

2. The purpose of the **Distributional Standards** is to introduce a student to the ways of thinking and to the subject matter of broad areas of human inquiry. A student satisfies these standards by completing courses designated to the respective areas.

3. The purpose of the **Depth Standards** is to develop a student's command of a particular subject matter by completion of a major program.

### **Specific Standards**

Unless exempted, a student must satisfy the following standards.

1. Two semester courses in English composition and reading
2. The intermediate level of a foreign language
3. Four semester courses in physical education

## Distributional Standards

Unless exempted, a student must satisfy the following standards.

1. Humanities and fine arts
  - a. Literature: one semester course in the language of its composition
  - b. Religious and philosophical thought: one semester course
  - c. Historical studies and class-

3. Social sciences: one semester course

Credit received in satisfying Specific Standards may apply to Depth Standards but not to Distributional Standards. Credit received in satisfying Distributional Standards may apply to Depth Standards but not to Specific Standards.

The subject which has touched the strongest sentiments in members of the College community, including trustees, administrators, faculty, and students, has been the faculty decision to incorporate the study of biblical literature into the semester system standards in a new way. In the new curriculum, taking a specific course in biblical literature will be a matter of student choice and faculty advising, rather than a specific requirement.

Discussion of a change in the requirement is not new. The biblical

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**We'll continue the effort to demonstrate through the College's program ASC's unique mission and nature.**

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literature requirement has been a subject of discussion in recent Agnes Scott history. In 1972, an element of choice for students was introduced into the requirement. Since that time, students have had the option of taking a five quarter hour course to fulfill the requirement or a nine quarter hour course which extended throughout the academic year.

On Nov. 26, 1985, the Committee on Academic Affairs of the Board of Trustees met to discuss changes to the curriculum approved on Nov. 8, 1985, by the faculty. Although trustees looked at the entire process of curricular change, much of the discussion involved the new system of standards calling for a single semester course in religious and philosophical



*Assistant Professor of Chemistry Leon Venable and Cathleen Fox '85 of Atlanta, work in the Campbell Hall chemistry lab on vacuum line equipment for inert atmosphere experiments.*

- ical civilization: one semester course
- d. Fine arts: one semester course
2. Natural science and mathematics
  - a. Mathematics: one semester course.
  - b. Natural science: one semester course which includes a laboratory section

thought rather than a specific requirement in biblical literature. Students may elect to take biblical literature to fulfill the distributional area of religious and philosophical thought. Some trustees and faculty asked if the departure from a specific biblical literature requirement for all students involved policy issues broader than just the curriculum. Others said the Christian orientation so important to the Agnes Scott education should not depend on a single course but should be experienced by Agnes Scott students in a variety of ways.

During meetings in January and February 1986, trustees, faculty, and administrators continued to discuss the curriculum and how biblical literature should be included within it. Trustees understood that the faculty designed the system of standards as a delicate integrated whole, constructed to avoid an unwieldy structure, and to increase informed student choice. Faculty see a reinvigoration of the College's mission in the curriculum by increasing the opportunities for students to find their own values, which is consistent with Christian development and with Agnes Scott's historical mission. Trustees believe that their responsibility is to ensure that the academic program reflects the purpose of the College. They expressed concerns that to alter the requirements so that biblical literature would no longer be a specific requirement may be interpreted as a basic change in the nature of the College, a change potentially disturbing to alumnae and friends.

On Feb. 21, 1986, trustees invited the Semester System Steering Committee and the Faculty Executive Committee (the official liaison committee with the board) to meet with them. They resolved to continue trustee-faculty discussions on the

curriculum and its relationship to the College's purpose. This provides a continuing opportunity for faculty and trustees to share and carefully consider mutual concerns. During this time of discussions, the new curriculum will remain in place. All of us will "continue the effort to demonstrate through the College's program the unique mission and nature of Agnes Scott College."

At the conclusion of Phase I in our rethinking the academic program, and of what has been a grueling but ultimately satisfying process, I am proud to be part of Agnes Scott today. I have marveled at the remarkable leadership abilities of David Behan, chair of the Semester System Steering Committee; of Harry Wistrand, chair of the Curriculum Committee; of Susan Phillips, my ASC classmate and chair of the Academic Affairs Committee of the Board of Trustees; of Larry Gellerstedt, chair of the Board of Trustees; and of Ruth Schmidt, president of Agnes Scott. I have wished to be as eloquent as trustees Harriet King, Suzella Burns Newsome, J. Davison Philips, Horace Sibley, and others in verbalizing the delicate relationships among the parts which make the whole Agnes Scott. I have been gratified by the courage and perseverance of the members of the Semester System Steering Committee who have spent untold hours constructing a system of requirements which will meet students' needs. All the trustees, faculty, and administrators of this College are working in extraordinary ways for this institution. Agnes Scott is in good hands, many good hands. We must move on to the next phases of our rethinking. We have not yet had time to address a number of the issues on our list of 11. Academic program development is an ever dynamic, continuing process. It is what keeps an academic institution alive. We are alive, and very well. ♦

### Continued from page 3

[On] Easter 1957 the ASC-YWCA social service committee organized an Easter egg hunt for the local day-care nursery. The children were to arrive within a half hour. All the eggs were carefully hidden in a section of the campus front yard. Then someone came to tell us that we had to hide the eggs in the back yard because there was a danger that a member of the Board of Directors [Trustees] might happen by and see the children. That could cause problems because the group was integrated.

When the Fall '86 magazine came yesterday and I saw the picture of a white woman with a black child on her lap, I sat down and cried. Twenty-eight years ago it had been a shattering experience for me to discover that I was part of an institution that called itself Christian and believed in discrimination. I am thankful so much has changed.

Cynthia Grant '60  
Rotterdam, Netherlands

I was grateful to see Peter Goldman's story about Dorothy Douglas and her father reprinted in the *Alumnae Magazine* ("Forty Years On," Fall 1985, Page 10). As an associate member of the Physicians for Social Responsibility I, too, have felt compelled to take action against this costly and dangerous nuclear arms race.

My optimism for the survival of this planet increases greatly when I read of concerned individuals like Dorothy Douglas who cherish life enough to want to make a difference.

Sandra Saseen '77  
Alexandria, Va.

*The editors of the Alumnae Magazine encourage you to send us your comments. Respond to a story, call attention to an oversight, raise a question or offer an idea. Letters selected for publication are subject to condensation. They must be no more than 200 words and must be signed.*



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# Burkina Faso & Agnes Scott

The Global Awareness program connects the College  
with a country poor in resources and rich in love.

By Gary Gunderson and Lynn Donham



*These are the medical supplies for the  
Bousse clinic which serves 90,000 people  
in rural Burkina Faso.*

*Photos by Gary Gunderson and  
John Studstill.*



Toward the end of a sleepy presidential election in 1984, the Western media "discovered" the African famine. A BBC crew brought back jarring footage of widespread starvation, and suddenly hunger was in our living rooms, facing us at dinner each evening. We had to *do* something.

The celebrated relief efforts followed and so did more TV crews. Those for whom the drought was not news wondered what would happen when media interest waned. Would public interest fade, too?

Not in Decatur. Here, and at Agnes Scott, the network coverage and a local TV crew's visit to Burkina Faso (Upper Volta) triggered the start of a sister-city relationship with two Burkina communities.

Building on a six-year Burkina-University of Georgia project and a link with SEEDS (a Decatur-based magazine and hunger education ministry), Agnes Scott joined Decatur Mayor Mike Mears to begin a long-term friendship with Burkina Faso. President Ruth Schmidt and Director of Global Awareness John Studstill set out for



## Old Friends

Agnes Scott and Burkina Faso have other connections beside sister cities. Dr. Della McMillan '73 is a nationally recognized expert on Burkina, where she has done anthropological research. She holds a Ph.D. from Northwestern University, and is now assistant director of the Center for African Studies of the University of Florida.

Her first contact with Africa was as an ASC junior spending a summer in Togo and Benin. In Burkina, she has researched population relocation, agricultural development and women's role in economic development. Her work on the resettlement of Burkinabes to healthier areas as a way to prevent insect-carried river blindness has been published as a monograph. A second book is at press.

Sarah (Sally) Workman '78, first went to Burkina as a Peace Corps volunteer. She used her work in biology at Agnes Scott and a master's degree in plant ecology to help with the forestry program in North Burkina. Recently she has joined the wildlife management program in the southern part of the country.

Another connection is Martha Doerpinghaus Fleming, a Ph.D. candidate in African history at Johns Hopkins University. She and husband, Allen, first met in Niger as Peace Corps volunteers in 1974, and they both did graduate research in Mali as part of studies at Purdue University. Martha is the daughter of Elsie and the late Dr. S. Leonard Doerpinghaus who taught biology at ASC for 20 years. Martha and Allen returned to Burkina in 1974, when he started work with USAID as an agricultural economist.

Burkina last October with UGA's Darl Snyder, SEEDS Director Gary Gunderson, and six other Decaturites.

"What we found in the dust of northern Burkina Faso was not so much 'hunger' as people with too little food, not so much 'poverty' as friends without resources, not so much 'hope' as people who will not give up," said Mike Mears. "We want to be part of this."

The Agnes Scott involvement has been pivotal. As Mike Mears said, "The college's participation provides us with a sense of credibility, not just in the eyes of the Burkinabe, but in our own. Here's a longstanding institutional anchor for the city saying 'this is worth doing' in the most eloquent way possible—by going."

"We felt this was an excellent opportunity to enhance the new Global Awareness Program and to be an active member of the Decatur community," explained President Ruth Schmidt. "Our Director of Global Awareness, John Studstill, had lived in Africa and speaks French fluently. He was invaluable to us as



*John Studstill used all his linguistic skills as interpreter between Decatur and Burkina friends, as in this meeting with the High Commissioner of Ouagadougou. His sense of humor helped, too.*



an interpreter in both formal ceremonies and informal conversations."

Burkina Faso, a Colorado-sized country of 6.5 million people, may be hard to find on the map (look west of Nigeria, it used to be called Upper Volta). But it's easy to find on any chart of international economic indicators: It's at the wrong end of every one, with the highest infant mortality in the world and one of the lowest per capita incomes. What does not — *cannot* — show on the charts is the rich Burkinabe character, the tenacity and disarming humor in the face of suffering.

Although rains came this summer and U.S. Ambassador Neher confirmed that some of the crisis atmosphere had passed, Burkina is still desperately poor. But help is more than money. Ambassador Neher told us of a German technician who worked 13 years to develop a network of refrigerators to store vaccines for inoculation programs. His work came to light last year when the Sankara government decided to carry out a commando vaccination campaign. They mobilized volunteers and commandeered cars, planes and doctors. Seventy-three percent of the children under 6 were vaccinated — a great triumph for a young government. The campaign surprised Western observers and showed the depth of popular support for Sankara's government, as well as its ability to galvanize an often sluggish and overprivileged bureaucracy.

**S**aturday morning in Ouagadougou, the capital: Women walk to market, fruit piled high on their heads and babies strapped to their backs while a crew hangs a banner urging people to plant forage crops for animals now running loose in the city. A soldier slings his machine gun over his moped's handle bars. Low tables by the road display trinkets, sandals and food for sale. Radios blare, and the

traffic snarls over screams and calls of chickens, dogs, kids and merchants. And the smells — barbecue, burning trash, filthy ditches, baking bread, diesel and dust — a wild, sensual stew that feels charming and friendly.

But there's more to see than degradation. Astounding changes. Everywhere people are whitewashing tree trunks, benches, stores, houses and fences. Another of President Sankara's campaigns, this one attacks the city's dirt with a simple idea: white walls make cleanliness possible. So everyone should paint the walls. *Now!*

Trees are being planted everywhere, too. "Pour Burkina Vert!" For a green Burkina! Every event — birthdays, anniversaries, holidays — is now marked by a tree planting. It is a revolutionary symbol, but more. "For a green Burkina" sounds almost silly, except that everywhere people were planting trees.

Acres of debris mark what only months ago was one of worst housing areas in the city. The squalor daunted even hardened Burkinabe sensibilities. The residents were moved and the neighborhood bulldozed to make room for new housing. Across town a large section of new homes have been built. New scarlet road signs are everywhere. Maybe these



*This elementary school teacher in Bousse works with few resources and in primitive conditions, but, like all teachers, with the knowledge that she holds the future in her hands.*



*Burkinabe parents know their children face one of the highest infant mortality rates on earth, which explains the strong rural support for national immunization programs.*

are just symbols. But one can't miss the direction in which things are headed.

The Sankara government is controversial and abrasive to some Burkinabe. It has moved with blinding speed that some find disorienting. One Burkinabe noted that moving a nation is not like cleaning your desk — it takes time. Sankara isn't taking time.

Both of Decatur's "sisters" reflect the new spirit of optimism based on the reforms of the revolutionary government of President Thomas Sankara, a former paratroop captain. Since the military coup three years ago, Sankara has tried to chart a non-aligned course between East and West at the risk of pleasing neither. It has attacked deeply entrenched corruption with zeal and has set loose a flood of pride visible in towns like Ouahigouya and Bousse. The U.S. State Department which deplored the revolution's early rhetoric has recently warmed to Burkina and poured in a record amount of food aid.

In Ouagadougou, the Decaturites planted the first of many trees in a

ceremony led by the High Commissioner of the capital, the mayor of mayors in Burkina. He is young, gracious and handsome. At the end of a long meeting in his office protocol deteriorated into laughter when Elizabeth Wilson, the first

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### **We expect to develop student exchanges and summer study courses between ASC and Burkina.**

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black elected to the Decatur City Commission, asked him through the interpreter if he was married and then whipped out a picture of her (single) daughter.

The University of Ouagadougou, 15,000 students, is the only institution of higher education in this country of 7 million. As foreign visitors, Ruth Schmidt and John Studstill met with the rector (president), as well as with English classes and their professors. The well-kept

brick building has many breezeways and vents under the roof. Masks, in styles of the various ethnic groups of the country, decorate the walls. After such meetings with university officials, they expect to develop student exchanges and summer study courses for Agnes Scott.

President Schmidt and John Studstill also visited the one women's public high school of Ouagadougou. The principal, also a woman, invited them to visit an English class. These young women in the 12th grade can already carry on simple conversations in English. They invited President Schmidt to say a few words and ask the students questions in English. Among these young women are some who might apply for admission to Agnes Scott. They sit straight and attentive all dressed in the same colorful uniforms. They all look so strong and healthy — very black, beautiful young women who have suffered no famine.

Perhaps 1 percent of their age-group, they represent the most intelligent and well-to-do Burkinabe. But their success is mixed: If they go to college, they will find it more difficult to marry and have families. Most men still feel more comfortable with uneducated women who stay at home. The principal of this women's school has been lucky — her husband is the minister of higher education.

President Sankara has promoted women's rights in Burkina to a degree unequaled in any other African nation. In a 1984 interview with Margaret A. Novicki of *Africa Report*, Sankara explained women's role in Africa's economic development.

"First of all, there are more women than men in Upper Volta (Burkina), and it is impossible to wage our revolution without them. . . .

"Look at the Voltaic woman in the countryside; she wakes up at 4:30 a.m. to walk 5, 10, 15 kilometers to fetch some water. She must come back and cook, she must wash the

children, she must heat water for her husband who is asleep, and then she must go to the fields with her husband to plow the earth. When she is finished, she must plow her own field. When her husband's day is finished, he rests. She then has to find wood to bring back to the house. She must do the cooking. After dinner, she has other chores to do. She wakes up at 4:30 a.m., but she never goes to bed before midnight. At 35, she becomes a rag. This is not right. This is why in our country, men used to have several wives — because they are the workers. Further, women represented a source of free pleasure for men.

"Women are exploited in relations

of production and also in sentimental relations, in affection. But women are further exploited because of imperialism, which also dominates the Voltaic man. So we decided to liberate them. We encourage them to organize themselves.

"It is not easy because even women think there is no use trying. But women must be liberated. For this reason, we are appointing more and more women to responsible positions. So little by little, women are taking on responsibilities, and we are talking about this because sincerely we have all been marked by the way our sisters and brothers have suffered."

Some of Sanakara's efforts on behalf of women are not without

humor. One Burkinabe told John Studstill about one reform aimed at the most apparent cause of domestic violence and divorce: men's displeasure with how the women handle household money. For one day, decreed Sankara, the marketplace would be open only to men: if the families were to have food, the men had to go to the market. The women who ran the marketplace saw this as an opportunity to teach the men a lesson, and raised their prices for the occasion. Not only did the men suffer from their lack of bartering experience, but they faced inflated prices as well, coming home with much less than their wives got for the same money.



*This feast table prepared in Bousse included a local version of grits for the Georgia visitors. Colorful dishes were gathered from throughout the village for the celebration meal.*

As the Decaturites approached their sister city, Bousse, dozens of riders on horseback with banners in English and French met the van. After the handshakes, smiles and awkward phrases came the speeches. Mayor Mike Mears gave his in carefully memorized French, ending with the first half of the revolutionary slogan "The Fatherland or death!" And the 3,000 gathered there echoed back automatically, "*Nous vaincrons!* We will conquer!"

Surprised laughter erupted as the crowd realized what had happened. This slogan had bothered the U.S.

embassy and still made many diplomats cringe. Mike embraced it as the American civil rights movement had embraced "We shall overcome" and the sense of struggle it evoked. Not struggle against other people, but against the dependence that holds Burkina captive. Mike's carefully delivered French greetings played on national radio for three days.

Ruth Schmidt echoed the feelings of the Americans, who felt a little embarrassed by all the hoopla. "This

is a lot of fuss for little Decatur!"

After speeches in three languages, a children's choir sang, a group of village elders danced and traditional marriage gifts were presented.

After the ceremony the group toured the town and observed leather crafts, cotton spinning, weaving, blacksmith arts, and the dyeing of cloth with locally grown indigo.

Bousse shares a struggle with thousands of villages scattered across the Sahel. Scarce rain makes progress fragile; it lasts only 70 days. Since crops take 100 days to mature, there is little room for error. A farmer explained that they had bad seeds,



Women are responsible for nearly the entire food chain, from planting, weeding, harvesting, and processing to gathering firewood and cooking. Many stages of the work are done in community which makes it less boring, but cannot lessen the physical labor. Children accompany mothers constantly and everywhere, if they are toddlers or older, they help keep goats or cows out of crop areas.

overworked ground and too few metal tools. "The people work hard, but have little to show for their days in the sun."

The Bousse health clinic is in six stucco buildings. Except for the lack of a doctor, it seems to be staffed remarkably well—until one realizes it serves 90,000 people, including many who suffer from chronic malnutrition, poor sanitation and harsh living conditions. There is no way to sterilize needles and surgical tools, the beds have no sheets, and there are only a few basic medicines. The doctor is in Ouagadougou, 35 miles away.

Many of Bousse's men have left to work on plantations in the Ivory Coast. Even with tension between the two countries, more than one million Burkinabe men work in the Ivory Coast and send their earnings home. In recent years theirs has been about the only cash to flow into the village.

There are few machines to help with farming or food processing. Women work the hard fields with short-handled hoes and grind millet in a circle with heavy stones. They talk and sing, but this cannot lessen the arduous labor. "It is really tough to be born a woman in this culture," Ruth Schmidt said. Catholic Relief Services recently promised a mule-driven grinder.

While Bousse faces great difficulties, all is not bleak. This is the kind of village that draws strength from the new regime's appeal to pride and labor. It's clear to all that the recent change in government will bring no automatic answers. But Burkinabes have never feared hard work. They know they can't wait for someone else to pull Bousse up.

At noon all were special guests at a feast. Tables bent under salads, vegetable dishes, barbecued goat, cokes, beer and wine. A warm breeze blew gently through the thick stand



*The Burkinabe were gracious beyond belief, providing bottled mineral water for even the shortest trips. President Ruth Schmidt and Decatur pharmacist Deborah Willis in Bousse.*

of trees where 50 people were seated in a circle. The local Assembly of God minister was asked to return thanks. The mayor nipped whiskey and began to practice his longlost English: "My brother! My sister! I know you! You are here!"

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**"We were showered all day  
with friendship that will  
resonate in our memories as  
long as we live."**

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The speeches after the feast were longer and more elaborate. They had asked to hear about Bousse's priorities and problems. Each speech—on education, farming, medicine and water—was met by applause by the people gathered around as they felt the case had been well made. The Decaturites were somewhat overwhelmed.

They left Bousse the way they had come: surrounded by people, outstretched hands and the rhythm of drums.

It's hard to absorb, much less repay, this unspeakably lavish wel-

come. Bousse broke the bank to buy drinks, even to the point of having \$2-a-bottle mineral water for the guests' short walks between events.

"Giving was its own reward for Bousse," said Gary Gunderson, "proving a simple lesson that those of us concerned with 'helping the poor' find difficult: It really is more blessed to give than receive.

"We were showered all day with friendship that will resonate in our memories as long as we live." But the day will also resonate a long time in Bousse. After their guests left at sundown to savor the gift, Bousse danced and partied till 4 a.m. to celebrate the giving.

Before 6 a.m. the Decatur group was off to Ouahigouya, Decatur's larger sister city. As the van pulled up to the city hall, a U.S. flag flew next to Burkina Faso's. Later they learned that a university student had driven most of the night to get it up the pole before they arrived.

Ouahigouya is an ancient trading city on the caravan trail from Timbuktu to the coast. It is the capital for the 900,000 Burkinabes of the Yatenga province who have seen two periods of severe drought in the last decade. A regional center for



*Where there is water there is life. These vegetables are grown for sale in their city, not for household food. Men do most of the cash crop farming while women do almost all other agriculture in the country.*

hundreds of years, today it is the focus of intensive relief work by groups from around the world.

Later that night there was more dancing. Gary remembered, "We walked holding hands through a sea of several thousand people already warming up in the liquid dark. Faces stretched as far as we could see into the night. The drums and press of humanity felt like something out of Conrad's *Heart of Darkness*. But there was no fear here — only friendship."

Every city sector presented its own dance, many with lyrics written for the occasion. And it's not easy to write a tune to "Welcome to the city of Decatur, Georgia, USA" or "The Secretary General of Ouahigouya!"

What does any of this have to do with fighting hunger? They knew the numbers: the average life expectancy of 42 years is possibly the lowest in the world, the infant mortality rate



*This welcoming dance was performed for the friends from Decatur by choir members of the Assemblies of God Church in Bousse.*



of 211 per thousand probably the highest. They knew of the grain shortfall, the rainfall deficit, the illiteracy. Yatenga is one of the most desperate provinces in the poorest country in Africa.

And then they saw them: the women — every one surely anemic — dancing and swirling to the drums. Every third one had a child with tiny arms and too-thin legs strapped on their backs. These are the hungry.

The hungry dance! If they dance, they sing. And they hope, love, pray, curse and remember. What happens between people is more important than what happens between people and things. Perhaps they all were a little surprised to find that this relationship actually makes sense. Even in a city that can smell the encroaching desert and where 9 out of 10 kids will never read, the first agenda is respect.

Ouahigouya, Bousse and Decatur will focus on education and medicine. Some schools will probably be built, pharmacies established, medical personnel trained and wells drilled. Decatur expects to strengthen the city schools' black studies program and French classes as well as host a Burkinabe teacher at its high school for a year. Agnes Scott College hopes for faculty and student exchanges.

While the official relationship flows between Decatur and two Burkinabe towns, the bond has political possibilities for both national governments. One member of the group told the U.S. ambassador that we were only interested in helping the Burkinabe people, that we wanted to "leave politics to the professionals." Mike Mears suggested that was like leaving race relations to the sociologists.

"Yet this undertaking must be approached with caution," John Studstill pointed out. "Just because

we are welcome, that does not mean we understand what is happening. Too many attempts at development have foundered on lack of concern for the cultural constraints and sensitivities of people whose world views and customs can be very resistant to change. Who are we to glibly decide that people need to change?

"One fact keeps bobbing up in my mind," Studstill remarked, "and it serves to make me cautious. The population of Burkina had doubled in 20 years — from three-and-a-half million to seven million. In some ways this is a great success story since we can say that the economy of the country in earlier times was incapable of sustaining such a population." But in other ways, he said, it signals danger. "Population growth from better health care must be checked until there is balanced growth of industry and agriculture. Somehow one feels that solutions to these problems must come mainly from within Burkina — not imposed, only assisted, from without."

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**The Burkinabe are asking  
profound questions:  
life, death, hope, despair,  
courage.**

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"So many Americans ask me what we can learn from the people there," Darl said. "But the Burkinabes are asking so much more profound questions: life, death, hope, despair, courage. We play with those words on special occasions while they use them to shape their daily agenda. They must teach *us* how to live."

Just before the Decatur group headed home they met with President Sankara. He compared politics to a compass. "Your President Reagan only wants to see East and West, but

a compass has many, many other points. I am glad that we have found one of them to meet on. We are glad for the marriage between your city and ours. Let this be a marriage of love and not just convenience or economic gain. We hope there will be many children and that the children will be healthy and live long. I hope these children will not be victims of war or famine or suffering."

President Sankara spoke of himself and other educated Burkinabe as the lucky few who have much to account for. "We are lucky many times over, we did not die as infants as many do. We survived to be old enough to attend school and were among the few who had a school to go to. Then we went beyond reading to high school and even college. We have been trained at great expense. Now we must give it back."

Sankara asked his aide to get a bronze statue of a peasant from his office. The leader took it and gave it to Mike explaining, "When you see this peasant, you see Burkina. He is poor, he has no shoes on his feet, he is uneducated and may be sick. He is thin and his clothes are ragged from working in the fields for many hours. Most of our people are like this, and it is for them that we must build a different future."

When the group left Burkina, Darl's friend Mouhoussine grasped Gary Gunderson's hand with both of his. "There is a war going on here. That is what you have seen and it explains many of the rough things. We are at war with ignorance and disease and thirst and hunger. People say behind our backs that we cannot win. All we know is that there can be no losing." ♦

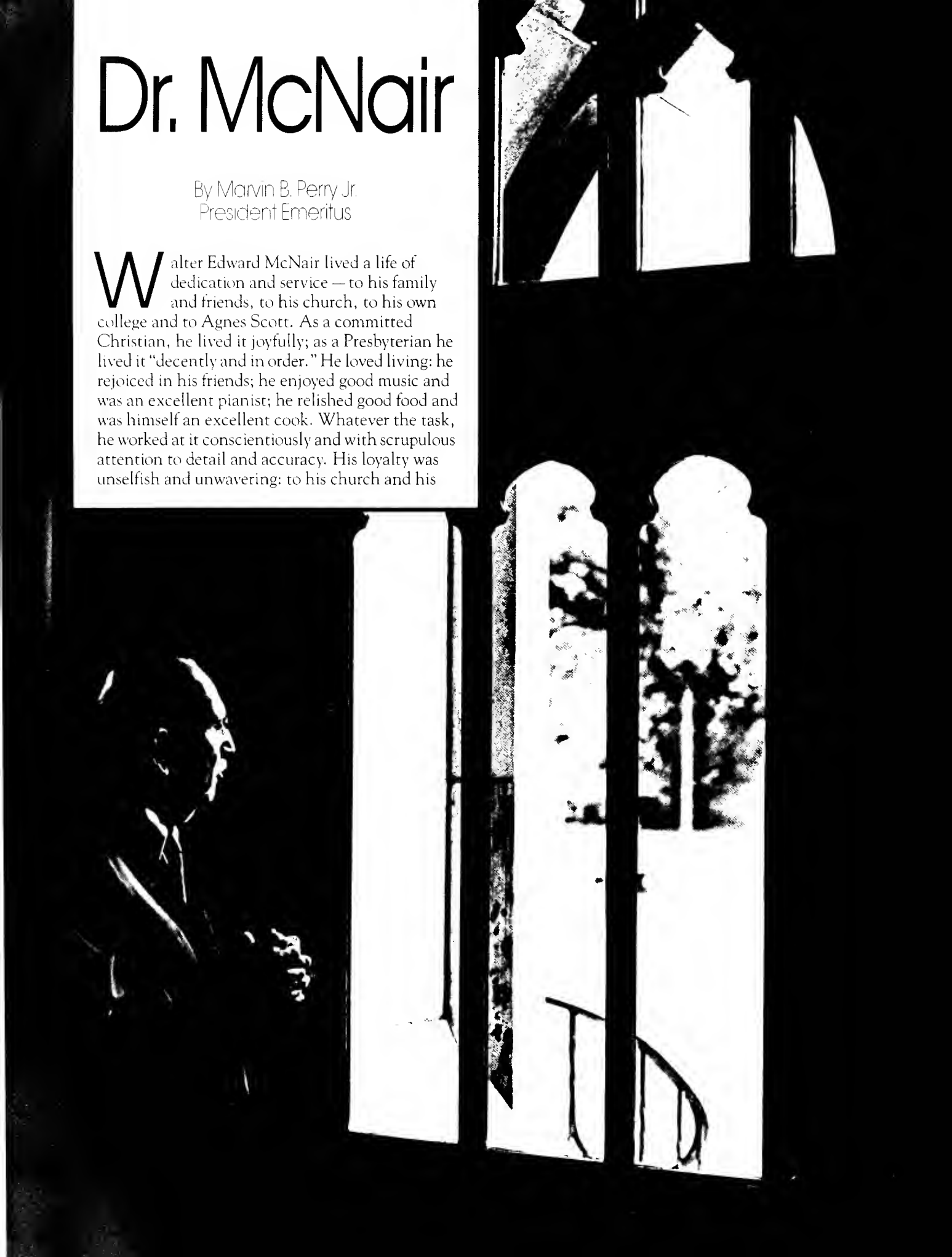
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*Gary Gunderson is executive director of SEEDS.*

# Dr. McNair

By Marvin B. Perry Jr.  
President Emeritus

**W**alter Edward McNair lived a life of dedication and service — to his family and friends, to his church, to his own college and to Agnes Scott. As a committed Christian, he lived it joyfully; as a Presbyterian he lived it “decently and in order.” He loved living; he rejoiced in his friends; he enjoyed good music and was an excellent pianist; he relished good food and was himself an excellent cook. Whatever the task, he worked at it conscientiously and with scrupulous attention to detail and accuracy. His loyalty was unselfish and unwavering: to his church and his





colleges, to his friends, to the job at hand.

Ed McNair's life was a full one, not glamorous or spectacular, but rich in quiet achievement. A native Atlantan, and the only child of devoted parents, he attended Atlanta public schools. In 1933 he graduated summa cum laude and Phi Beta Kappa from Davidson College. He taught in the Atlanta public schools before enlisting in the U.S. Army in 1942, serving in the European theatre. He left the Army Reserve as a lieutenant colonel in 1946.

He resumed teaching and began graduate work in English at Emory University, earning his master's degree in 1948 and his doctorate in 1952.

In 1952 Dr. McNair came to Agnes Scott College as associate professor of English and director of public relations, a dual appointment he was to hold for 25 years. Throughout this quarter-century and the subsequent years of his retirement, he worked for Agnes Scott with energy and devotion. As he said in 1983, "For 31 years now, the polar center [of my life] has been Agnes Scott." Despite full-time duties as director of public relations, Professor McNair never neglected his teaching. His energy, his prodigious memory — for names, places, literary works, dates — and his passion for clarity and accuracy were evident in the classroom, in his public relations office and in his encyclopedic knowledge of Agnes Scott's people and history. Chief among his concerns were his students, and generations of young women remember him with grateful affection.

Dr. McNair's areas of service went far beyond the routine duties of his College positions and his church membership. Typical was his leadership in planning and carrying out the ambitious three-day program which celebrated the 50th anniversary of Phi Beta Kappa at Agnes Scott. His

annual talk on academic regalia and customs combined knowledge with witty and not-so-subtle advice to his faculty colleagues. In his seventies he agreed to perform a tap-dance at the 1982 Junior Jaunt show and practiced tirelessly for it. He was touched and delighted at the student ovation after his performance.

For all his usual affability and old-world courtesy, Ed McNair sometimes appeared to be austere and gruff to students and colleagues. He chuckled, and was secretly pleased, when a young Atlanta newspaper reporter who became his admiring friend, described him affectionately as a "grumpy badger," in a highly favorable article on Agnes Scott.

As a devoted alumnus of Davidson College, Dr. McNair served as president of his 1933 class throughout the years following his graduation. In 1983 Davidson recognized his half-century of active loyalty by awarding him its Alumni Service Medal.

As a Christian of strong Presbyterian convictions and deep commitment, he gave a lifetime of service to his church: to his local congregation (Druid Hills) and to the larger Presbyterian Church, U.S. An elder at Druid Hills for some 30 years, he was clerk of the session and an officer and teacher in the church school. He three times was elected a commissioner to the General Assembly.

But it was as a teacher and administrator at Agnes Scott that I best knew and admired Ed McNair. His commitment to the College — to its people, its welfare and its mission — was total; and his service to Agnes Scott during 25 very active years and thereafter until his death was a model of loyalty and affection. Such loyalty and affection were extended to his friends and colleagues, although he never shrank from offering straightforward, constructive criticism. Ed McNair's unfailing support and helpfulness to

me as president and his kindly and affectionate concern for me and my family are a cherished part of my years at Agnes Scott.

When he reached the customary retirement age of 65, Dr. McNair asked to be allowed to serve an additional two years in order that he might complete a quarter-century of active duty at the College. I was happy when the Board of Trustees approved my recommendation that his request be granted. Accordingly, in 1977 he was made associate professor and director of public relations emeritus, and he moved into an office in the newly refurbished McCain Library. In the ensuing six years he completed his comprehensive and invaluable history of the College. Published in 1983, *Lest We Forget: An Account of Agnes Scott College* covers Agnes Scott's history from its founding in 1889 to the election of its fifth president, Dr. Ruth Schmidt, in 1982.

*Lest We Forget* is a very human chronicle. With characteristic thoroughness and accuracy, historian McNair recorded not only the ongoing events in the life of the College, but he also included brief biographies of selected women and men associated with Agnes Scott as well as a directory of trustees, faculty, chief administrative officers, and Alumnae Association presidents from 1889 to 1982. In its completeness and accuracy, and especially in its emphasis upon the academic and Christian heritage of Agnes Scott, the work reflects the character and judgments of its author. Indeed, his volume is an appropriate monument to the loving labor and long service which marked Walter Edward McNair's life at Agnes Scott College. ♦

*President Emeritus Marvin Banks Perry was president of Agnes Scott College from 1973 to 1982. Marvin and Ellen Perry now live in Charlottesville, Va.*

# A Distinctive College

By Richard Parry

Sometimes it takes a stranger to help us see an important aspect of our own situation. Although I am a man, I am going to speak to you about the situation of women. I do not have your perspective, of course. So, in that sense, I am a stranger. But I hope that what I say will illuminate your perspective in the way that the remarks of strangers can be illuminating.

I will begin with a story of how a stranger's remark once illuminated my perspective on this college. Some time ago a visitor on this campus — the French assistant for that year — made a remark about our students which proved very important for me. We were sitting together in the dining hall when she looked around the room and said, in a quick but reflective aside, that it was impressive seeing these young girls become young women. And when she said "young women" she made a Gallic gesture; she thrust her chin forward and squared her shoulders. While interesting, it was not a remark that knocked me off my chair. After all, I knew what she was talking about; I had seen enough times the phenomenon to which she was referring.

You know the Agnes Scott senior — sometimes junior, but especially the senior — who becomes self-possessed and self-confident. She has an air about her that says she knows who she is, what her strengths are. Sometimes she even knows what direction she wants to go in — although the latter is sometimes not fully developed.

*Dr. Richard D. Parry, chair of the philosophy department, gave this address at Senior Investiture at Agnes Scott last fall.*



▲ *Though a student may come to the College as someone's dependent, she leaves as her own woman. Lisa Olliff '87*

► *The liberal arts sharpen our mind's reasoning abilities and furnish our imagination with visions of the human. Jenifer Cooper '86*

This air is not brash or other-disregarding; it is a quiet sense of self-worth. You look at such a young woman and you say that she is her own person. And it is an altogether splendid sight.

So, although I had noticed what our visitor was referring to, her remark struck me and settled somewhere in my consciousness. I kept coming back to it. After awhile I came to realize why the remark was not commonplace and why the sight of these young women should strike one as so splendid.

The sight is so splendid because it is, in the general scheme of things, so unusual. We live in a culture in which not every young girl becomes a self-possessed young woman. What makes these women so special is that they achieve something not every woman achieves.

Many girls start off being someone's daughter and then — without skipping a beat — become someone's wife and someone else's mother. Sometimes they become the mother of the same someone they became the wife of — but that's another story. Now I have nothing against a woman's being a daughter, a wife or a mother. Without a wife and a daughter my life would be much poorer — and without a mother I would not have had a life at all, although genetic engineering just may be on the verge of changing all that.

Nor do I think that the women who have valiantly taken up these various roles in my life have demeaned themselves — although I



*Agnes Scott exists for that process in which women come to self-possession. Sharon K. Core '85, left, and Melanie Sherk '86 on porch of Rebekah Hall.*



sibilities, they also feel frequently — not always, but frequently — that along the way they missed out on an experience which they needed to become their own woman. And with these women, too, that transformation takes place — analogous to the transition from young girl to young woman, a transition from dependence to independence. How often do we see the RTC who has acquired what she needed to lift her chin and square her shoulders?

That is one of the reasons we are a distinctive college. We exist for that process in which women come to self-possession. We are a place where women come into their own, where each becomes her own person. Of course, our graduates often become professors, scientists, teachers, physicians, lawyers, business women, ministers, master-potters and playwrights. We cannot make them any of these things, but we can help them achieve that self-possession without which no woman in our society can undertake any of these occupations. Working towards that achievement is what we — students, faculty and administration — do best, and it is not something that you can find in every college and university. We can encourage one another in it and congratulate one another when it is successful, without threatening anyone else. Without reducing any of the men in our community to second-class citizens, we can be frankly partisan about this inspiring process.

But wait. I have not yet intoned the name of the liberal arts. I suspect some of you have already grown restive waiting for the vital reference — like waiting for the preacher to bring God into the story. Just so your suspense will not become uncontrollable — and we start having people fainting from hyperventilation — I now turn to liberal arts — or at least to my slightly off-white notion of it.

It is obvious to me that the liberal arts are the means — for the vast

might be described as anything from an inconvenience to a heavy cross. My point is: some girls go from daughter to wife and mother without skipping a beat, without becoming along the way their own woman.

But that situation is in stark contrast to the situation of boys. It is the presumption that they will become self-directed, self-possessed. That presumption is false, of course; some boys never grow up psychologically. They stay dependent their whole lives. But then we frequently think of them as failures. They have not done what they are supposed to do. But somehow a dependent woman is not — in the eyes of many, perhaps a majority, in our culture — a failure. We would say to the dependent boy-man in a tough situation, "Act like a man." Even if he could not follow the instruction he would know what we meant. I wonder what the dependent girl-woman would think if you said in a tough situation, "Act like a woman." I wonder if she might not think that you were telling her to run around, wring her hands and cry.

Now I do not know how you would act in an emergency situation. But I do know if we were to say to you, "Act like a woman" — as in a way, today we are saying — you would know what we meant. You may have come to us as someone's dependent but you leave

### **We are a place where women come into their own, where each becomes her own person.**

as your own woman. So that even if you do decide to become someone's wife and someone else's mother, you do so from a sense of your own worth, a sense of your own independence. Nor is this phenomenon confined to young women; it can be seen frequently in our Return to College students — and sometimes in an even more moving way.

Even though these women are mature and often freighted with respon-

majority, the necessary means — by which this self-possession is achieved. After all, the original meaning of the liberal arts is the arts of the free man — as opposed to the arts of the servile man. And at Agnes Scott we give new meaning to the liberal arts — the arts of the free woman. But in my understanding, they are not a collection of activities pursued by the leisure class, those free from servile labor. It is not as though the liberally educated woman philosophizes, paints, and pursues her investigations of kinky subcultures while the servile woman does the cooking, the construction and the bus conducting. In my understanding, the liberal arts is the skill of *being* a free woman.

In the first place, in my notion of the liberal arts, I put a lot of weight on the idea of the arts in the phrase “liberal arts.” Too frequently the word “art” means fine art. Many think that liberal arts education means education in fine arts, music and literature. And, of course, fine arts, music and literature are at the heart of liberal arts. But one makes a mistake if she thinks art means only fine arts. In fact, the word “art” is the usual translation for the Greek word *technē* — which covers both fine arts and crafts, and some other activities as well. *Technē* is the root of our own words “technology” and “technique,” and it means basically a kind of mastery or skill. The liberal arts are the mastery, the skill or the craft of being a free person.

But what is the craft of being a free person? It is the craft of determining oneself, the craft of being independent, self-directed, self-possessed. Freedom — as you have been told time after boring time — is not license. After that sage distinction is made, we are told then that with freedom comes responsibility. I do not wish to deny any of that wisdom, but I would like to add something else. Responsibility comes with free-

dom because freedom is the opportunity and the ability to shape one's life — to determine oneself, to come into possession of oneself — and thus to take up responsibilities.

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### The skill of shaping oneself must include the skill of shaping society.

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What I want to emphasize is not just the opportunity to shape your life, but the *ability* to do so — the skill, the craft.

And it is an important craft. For what is of primary interest to you and me is what kind of person each of us will be. What are you hurtling towards in all this frantic forward movement? A small mountain of consumer goods in darkest Buckhead? A dirt-floored teacher's hut in West

Africa? A severe, statement-making condominium on the 20th floor? Behind all these questions is the sole question: What kind of person will I be?

Questions like this are insistent and even painful. They are painful for those already launched on the process because we are so aware of our failures. In fact, so painful are they for some of us that it is a species of bad taste to bring them up. And yet they are the most important questions and so the most insistent, no matter how hard we try to repress them. They are important because when we step back and take the survey of our lives, we want to be able to say that what we see is — on the whole — good, well done, well wrought.

And while these insistent ques-



tions nag at you, something else unsuspected is happening. You are learning the skill for answering them. But the skill is not the skill of formulating merely verbal answers; it is the skill of formulating answers with your lives. And now I rise to the pinnacle of dangerous realization from which I just might fall screaming to my death — providing the greatest entertainment of the morning. Wait and see.

Liberal arts education among other things imparts this skill by first, sharpening our mind's reasoning abilities and second, by furnishing our imagination with visions of the human. You need the visions, to know the possibilities open to you when it comes to fashioning your life. And you need reason, to choose the possibilities and to provide the means to make the possibilities real.

Let us talk about the visions first. You may not realize it, but in the past three or four years your imagination has been infected by some very powerful images of what it is to be a human being. Fiction writers, of course, are always giving us these images — but also nonfiction writers, like psychologist Robert Cole. The best writers give us the best images — the fullest, the richest, the most real — although these images are not always the images of the best human beings by a long shot. And these writers give us not just images of human beings, but images of human situations. These images are powerful partially because they are attractive, repellent or frighteningly fascinating.

And thus you imitate them — or try not to imitate them — just as you do the people you know. You imitate not the actions, but the kind of person each is, in whole or in part. You try this one's view of nature, that one's courage, the other one's sympathetic attitude. Right now there are as many of you imitating some human quality of your favorite aunt or uncle as there are imitating some attitude of Eleanor Bold from *Barches-*

Scott Posey, Sharon Core and Mercy Badia enjoy outdoor cafe at Atlanta's Woodruff Arts Center complex



ter Towers, or Pilate Dead from *Song of Solomon*, or Old Phoenix from "A Worn Path," or even Ramona Quimby from *Ramona The Brave*. And think what a rich treasury of models you now have that you would otherwise not have had.

Nor are the visions of the human confined to the personal and individual level. The kind of person one will be is related, in sometimes invisible ways, to the kind of world in which we will live. In fact, because these relations between the personal and the communal are sometimes invisible, you ignore them at your peril. You cannot be a person who shapes her life according to her artistic vision if you live under a regime which prescribes what is acceptable art; nor can you fulfill your role as a parent in a world destroying itself through preparations for global war. The skill of a free person is the skill of self-determination, not in the narrow sense of self. You are who you are because of the society in which you live; so you cannot be concerned about the sort of person you are and unconcerned about the society you

live in. The skill of shaping oneself must include the skill of shaping society.

This dimension of the liberal arts is not trivial. In one of its many incarnations, among the ancient Greeks, this kind of education was to provide leaders for the city. And it is no accident that at Princeton we see blazoned forth "Princeton in the service of the nation." In New Haven, at every turn one reads "For God, for country, and for Yale."

We at Agnes Scott can be no less bold — although we might be a bit less nationalistic. If you are to practice the skill of a free woman you must be a leader — in your party, in your country, in your religion, in your state, in your nation, and in your world. How can you direct these enterprises if you do not have a vision of the way individuals constitute and are constituted by their societies? To have this vision of the whole, you must know the possibilities of form that different societies have assumed and do assume. You need many visions of societies, across history, across cultures, analyzed, quantified



and criticized — just the sort of visions you have been enjoying over the past years in such areas as history, political science, economics and sociology. And, of course, the effect of the natural sciences on these visions, both personal and social, is profound, disturbing and exciting.

Now let me creep down a little from the peaks of Mt. Dangerous Generalization. Education in the liberal arts is education in a way of life. But we cannot be simpleminded about this. I hope no one thinks that there is implicit in all of this a utilitarian proposal that would have us strip mine literature for moral lessons or reform biology so that we get socially useful biology. If I may borrow from Wittgenstein, that would be like trying to get to the real onion by peeling off all those layers of skin.

No one who knows this college would seriously entertain such a proposal. We are just too chock-full of people who love their disciplines. I use the word "love" advisedly here, and Plato is my adviser. Of course, large universities have people who are devoted servants of the various disciplines. But another thing which makes a college like this distinctive is that we not only love our disciplines, we also communicate that love. We do not just try to communicate that love in spite of large classes filled with strange faces that will never be seen again. We *do* communicate that love in small classes of familiar faces.

Last year I had an experience at Agnes Scott that all of you have had in one way or another. I was a student of some excellent teachers — in the Genetics Engineering Seminar, as it happened. I could have chosen any of those teachers; but let me pick on one of them — Harry Wistrand — because his subject matter might seem to the outsider so unloveable. I can tell you that Harry loves what biology tells him about the world. And in his classroom he is intent on making the rest of us share his love. That is what we do so well here; we

communicate not only our knowledge but our enthusiasm. We help our students become fascinated by — and even come to love — what our various disciplines tell us about the world. It is what our students demand: not just facts but the value of those facts. They want to know why they should care. And it takes a special kind of place for that communication of knowledge and enthusiasm to take place.

No, there is no substitute for the integrity of those methods that our various disciplines have devised and by which they deliver up the riches of their various subject matters. But,

---

**How tragic it is when  
someone ignores the  
foreseeable because she  
just did not learn to think  
hard enough.**

---

neither should we let this truth beget an illegitimate spirit of sectarianism. That a discipline is good in itself does not mean that it cannot also be good for another, larger end. Let us not forget that generation after generation have sacrificed to build these colleges of scholars, not just because from them we get keen philosophers, excellent chemists and subtle political scientists. The basic motivation for these institutions is that they do the best job of passing on to the next generation the very best images that our tradition has for being human and of helping that generation to use those images well.

And how do Bach and Kandinsky offer us visions of the human? refugees from aesthetics might ask. That's a story for another time. I now must draw to a close by talking about one of my favorite topics: critical reasoning. Once we have the visions, reason is the way we realize these visions, whose attractiveness we cannot resist. We think hard and long about which parts of which

visions to make real and how to make them real. Math, science — useful in so many other ways — can be good for this skill, as can, even, philosophy. Disinterested in one way — but vitally interested in its own integrity — each accepts no substitute for good, hard, crystal-clear thinking. Nor is there any substitute for that kind of thinking when it comes to the kind of life one would lead and the kind of world she would live it in. And whether you know it or not, you have already begun to use that sharpened skill in sorting out your own life. Of course, reason cannot make your life mistake-proof; there are just too many unforeseeable circumstances. But how tragic it is when someone ignores the foreseeable because she just did not learn to think hard enough.

And now think of those who have not learned the craft of a free woman — who have not been given the opportunity to imagine all the possibilities, including those which women's literature is now presenting. Think of those whose reason has not been brought to new levels of sophistication, in choosing ends to be achieved, nor in figuring out the means to achieve them. Of course, there are some people who learn all of this without going to Agnes Scott; and I would not want to underestimate their accomplishment. But, given the odds that face most of us, no wonder we see in you this splendid self-possession.

Fundamentally, that is what makes this so good a place to be. The faculty not only has the opportunity to pursue the disciplines we love; we also are allowed to assist you in this vital project of shaping your life. And students not only come to love those same disciplines, but also to fashion themselves while studying and using the visions these disciplines make possible. Best of all, on occasions like this, we get to see and to honor the results not only of our labors, but also of yours. ◇

## President Schmidt names Gué Pardue Hudson '68 dean of students

President Ruth A. Schmidt has selected Gué Pardue Hudson dean of students. Hudson, a 1968 graduate of Agnes Scott, had served as acting dean of students since fall 1985. Since coming to Agnes Scott in 1974 as assistant to the dean of the faculty and a lecturer in education, she has also served as class dean for freshmen and sophomores, assistant dean of the College, and coordinator of the faculty admissions program.

Dean Hudson will advise student leaders; counsel students; develop programs to enhance student life; manage health services, financial aid, and career counseling and placement; supervise residence hall staffs and advise the president on student-related issues.

Hudson said, "I see my biggest challenge as that of helping young women grow and develop for a future world that we don't know very much about. I believe in educating the whole woman, giving her strengths — education, character, and values — to help her make good decisions about her life."

## A new physical activities center planned for Agnes Scott College

A new gymnasium is planned for the Agnes Scott College campus!

Plans for the Agnes Scott centennial campus had included renovating and adjoining Bucher Scott Gymnasium and Frances Winship Walters Infirmary — an estimated \$2.75 million job. But archi-

tecs were forced to scrap the idea of common housing for all physical education, recreational and social facilities when probes of subsoil conditions between the two buildings showed the soil to be too poor to support the expanded structure and a larger swimming pool.

The Board of Trustees requested a re-evaluation, and last fall Taylor Anderson Architects presented six options to the Agnes Scott community. All solutions involved building a new gymnasium as well as renovating the existing structures.

The Board of Trustees have tentatively approved a plan. "We are committed to the renovations and new building," said Vice President of Business and Finance Gerald O. Whittington. "We are identifying sources of funds to determine a starting date."

The new site is on Dougherty Street across from the tennis courts. Existing underground electrical cables, phone lines, sewage systems, plumbing and drainage narrowed the choice of locations. Estimated to cost \$3 million, the gym will house a regulation basketball court and a six- or eight-lane swimming pool, lockers, viewing galleries, faculty offices, mechanical rooms, a weight room, training room, laundry, and lobby.

The renovated infirmary will include campus offices, meeting rooms and a faculty club. The old gym will house a snack bar, TV/stereo lounge and game room, chapel and chaplain's office, three racquetball courts, lockers, bathrooms, minigym, dance studio and offices, training room, weight room, classroom, laundry and dispensary.

## Agnes Scott celebrates Founder's Day with a liberal arts symposium



Dr. Catherine Stimpson delivered the Founder's Day address.

Founder's Day celebration expanded this year to a symposium on liberal arts education and the rapidly changing future.

On Feb. 18-19, "The Liberal Arts College, Private Enterprise and the Future World," symposium, sponsored by the Hal and Julia T. Smith Chair of Free Enterprise, presented both practical and academic views of educational issues related to our economy and its operation.

Dr. Albert Badre, president emeritus of Beirut University in Lebanon and Smith Professor of Free Enterprise at Agnes Scott, coordinated the symposium. According to Dr. Badre, "Private Enterprise and the liberal arts college are two important institutions which have played major roles in the development of the United States. The symposium examined their future roles in a world of nations becoming increasingly interdependent, but with vast differences in culture, ideologies and economic levels."

At the opening dinner, Dr. Harlan Cleveland, dean of

the Hubert Humphrey Institute of Public Affairs at the University of Minnesota-Twin Cities, addressed the topic "Are We Educating for an Information Society?" He explored changes occurring as our society changes from an industrial to an informational one and whether those changes will alter relationships in the marketplace.

The program began with "The American Dream, Making It a Functioning Reality," by Dr. Michael H. Mescon, the Bernard B. and Eugenia A. Ramsey Chair of Free Enterprise and dean of the college of business administration at Georgia State University in Atlanta. Dr. Mescon, who held the first established chair of free enterprise, provided a scholarly examination of what makes the U.S. economy tick — including its failures and glories.

Dr. Catherine R. Stimpson, professor of English, acting dean of the graduate school at Rutgers University and chair of the National Council for Research on Women, explored the question "Will the Liberal Arts Survive through the Twenty-First Century?" Dr. Stimpson's address was part of Agnes Scott's Founders Day Celebration, commemorating the College's 97th birthday.

Director of advanced pastoral studies and professor of the sociology of religion, Dr. Walter T. Davis Jr., of the San Francisco Theological Seminary in San Anselmo, Calif., discussed "Third World Options for the Future." Dr. Davis focused on the need to educate more advanced countries about those issues most urgent for less developed countries.

The program concluded with a panel discussion probing education and its relation to the economy.



## Happy 100th birthday to an ASC alumna from the class of 1906

Ida Lee Hill Irvin '06 celebrated her 100th birthday, March 2.

Two hundred friends and relatives came to the Jennings Health Center, in Augusta, to celebrate.

The mayor (Mrs. Irvin's cousin) and his wife, her pastor and fellow church members, the local newspaper editor (a personal friend) and family and friends came from all over.

Mrs. Irvin's surviving son Charles organized the party with the support of many friends and relatives. A friend, Mrs. Joel Turt, made a three-tier birthday cake topped with a handmade confection "100" and a candle.

"Mother thoroughly enjoyed the party," said Charles Irvin. "She took it in stride and didn't 'droop.' She was very alert, greeting her guests, and recognized almost every-one who attended."

The Agnes Scott Alumnae Association and the Augusta Alumnae Club sent Mrs. Irvin flower arrangements for her birthday. She also received a letter from President Ruth Schmidt.

Mrs. Irvin returned to her hometown of Washington, Ga., after her years at Agnes Scott, married Isaiah Tucker Irvin in 1913, and taught school. They had five children, including twins which died at birth.

"Mother is a deeply consecrated Christian and a dedicated Bible student," said Charles. "For years she participated in the Women of the Church on the local and state

level, but she loved most of all to share her profound knowledge of scripture."

Mrs. Irvin moved to the Jennings Health Center about six years ago after she broke her hip and was confined to a wheelchair. The Health Center, in Augusta, was owned and managed by Miss Mildred L. Jennings '28, until her retirement in 1983. Charles says Mrs. Irvin doesn't recommend "being 100" to anybody. She once said that some people just live too long, though she quickly added that she wasn't quite ready to go.

At Agnes Scott, Mrs. Irvin was elected to Phi Beta Kappa when the chapter was begun in 1926 and was a charter member. Her sister, Mrs. Rosa Hill Strickland, attended ASC in 1915.

Mrs. Irvin kept in touch with many friends from Agnes

Scott, including Mary Eliza Kelly Van de Erve '06 and Julia Dagmar Sams (Institute). Mrs. Irvin lost touch with Mrs. Van de Erve a few years ago, but is still close friends with Miss Sams.

Charles Irvin often takes a "letter" from his mother — on cassette tape — to Miss Sams, who tapes a response to Mrs. Irvin. "Nothing takes the place of college friends. Ida Lee and I have always kept in touch," said Miss Sams, who at 99 still lives by herself. "You just say 'go' to me and I'm ready," she said. "Ida Lee and I have each had a good life, though there have been some rough spots. We're both fortunate."

With any luck at all, Miss Sams will turn 100 next year, and everyone comes to a 100th birthday party.

## Agnes Scott College and friends save four Decatur landmarks from the ax



Decatur pear trees were in a pickle between progress and preservation.

Since 1972, when Decatur launched a tree-planting program to beautify the community, each spring the white blossoms of the Bradford pear trees lining Church Street captivated passers-by.

One day, like graffiti, the word CUT appeared on the pear trees as the Department of Transportation prepared to widen the jammed two-lane street. Upset citizens called the city, imploring them to consider alternatives to cutting the trees.

The Decatur Clean and Beautiful Task Force reached out to the neighborhood, requesting homes for the trees and plants that had to be uprooted. Agnes Scott Grounds Supervisor Tommy Hailey and Penny Rush Wistrand went to Church Street to choose some plants for the ASC campus,

saw the trees and asked about Agnes Scott adopting them.

The cost of moving the 25- to 35-foot trees was the main drawback. Agnes Scott volunteered to give the trees a home if the city could arrange to move them.

Trees Atlanta, Inc., a non-profit citizens group who plants new trees and conserves existing trees, organized the move. Bartlett Tree Experts trimmed the trees to make them less cumbersome and to balance the remaining roots to the trees.

Sudden Shade Co. moved the trees using a giant tree spade and trucks. Some of the trees could not be moved because their roots grew near gas and electrical lines.

The Bradford pear trees at Agnes Scott are thriving — and last month again graced Decatur with their beautiful white blossoms.

Agnes Scott College  
Decatur, Georgia 30030

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How do we educate students? Page 12.

# AGNES SCOTT

ALUMNAE MAGAZINE FALL 1986



*Was the beloved past  
her country fought to defend  
a lie?*

*by Chizuko Y. Kojima '54*

# OUT THE WINDOW

We're celebrating. For the first time, Agnes Scott's publication program earned two gold medals and a silver medal in the Council for the Advancement and Support of Education Recognition Program. Our total publications program, including the alumnae magazine, *Main Events*, *The President's Report*, the new recruitment materials and other pieces, was recognized for outstanding improvement and overall excellence. Four other college and university programs nationwide received gold medals in this category. The alumnae magazine took honors with a silver medal for improvement.

In this issue we are pleased to highlight a powerful symposium arranged on campus by the Alumnae Association's Continuing Education Committee. "Violence Against Women" offered striking messages about abuse against women, children and elders. The article by Katherine White Ellison '62 is adapted from her address at the closing session. Other speakers included local and nationally known professionals,



many of them our own alumnae. The symposium drew police sergeants, social workers, pastors, psychologists, medical professionals, and local residents.

In other features, Chizuko Y. Kojima '54X writes of her experience as a young child in wartime Japan. Her story movingly portrays a student's trust in her teachers.

As the world debates sanctions against South Africa, Winona Kirby Ramsaur '78 takes a look at issues when personal and legal values collide in "Walking a Fine Line." Associate Professor of Psychology Ayse Ilgaz Carden '66 examines nostalgia, stress and change in our lives in her article. And Jo Hathaway Merriman '58 writes about a member of the Class of 1922 who is still pioneering

as a psychiatrist.

In our next issue, we plan to keep celebrating — this time we'll feature the reopening of Agnes Scott and Rebekah Scott Halls. In the meantime, we appreciate your feedback, suggestions and article ideas. Let us hear from you. — **Lynn Donham**

Like other content of the magazine, this article reflects the opinion of the writer and not the viewpoint of the College, its trustees or administration.

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Published three times a year by  
the Office of Publications of Agnes  
Scott College, Buttrick Hall, College  
Avenue, Decatur, GA 30030, 404/371-6315.  
The magazine is published for alumnae  
and friends of the College.

Postmaster: Send address changes to Office  
of Development and Public Affairs, Agnes  
Scott College, Decatur, GA 30030.



## **CORRECTION**

We regret that in the Summer issue of Main Events, a caption incorrectly stated that Professor Kate McKemie would retire next year as professor of physical education. Professor McKemie is not retiring; she is stepping down only as marshal.

Agnes Scott  
Alumnae Magazine

# **AGNES SCOTT**

Fall 1986  
Volume 64 Number 2

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Remembering how things used to be can help us cope with today's stress and change. *By Ayse Ilgaz Carden*

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## **Walking a Fine Line**

When does injustice justify breaking the law?  
*By Winona Kirby Ramsaur*

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## **Living Gently In a Violent World**

Victims often become abusers; simple solutions don't work.  
Where do we go from here? *By Katherine White Ellison*

## Tax hikes propelled Mary Alice Juhan into action—she's been tackling new causes ever since

The name Mary Alice Juhan '29 gets around a lot these days. Miss Juhan can frequently be found in the papers, espousing her ideas and opinions about a better way of doing things.

She's not wild about some of the things the government does, and she lets them know about it, attending—and speaking at—public meetings, writing letters and gathering petitions and occasionally writing opinion pieces and letters to editors of newspapers.

She's not always been like this. In fact, Miss Juhan didn't become politically active until about a dozen years ago, when the government started imposing on her.

After about 65 years of peaceful coexistence with various governments, Miss Juhan suddenly found her property taxes quadrupled in the space of a year.

"My tax went up and up and out of sight," Miss Juhan says. "You'd get involved, too."

"I used to think anybody who jumped up and down and screamed about government was a little corny, a little off," says Miss Juhan.

But when her property taxes skyrocketed from about \$300-400 per year to about \$1,700, she understood why some people did jump up and down and scream.

She got a group of like-minded people together and the Gwinnett County (Ga.) Tax Association was born. That group lasted 12 years, until last November, and "we did a lot of good."

The county, she says, wasn't overwhelmed by the association, but "they paid a little attention to us."

More importantly, "I learned so much from the tax association," says Miss Juhan. When her taxes went up, "I was forced to sell. It was beyond my pocketbook. That was really the reason I got on the nettle."

Miss Juhan says the little man in Gwinnett County doesn't have a chance as a property owner these days. "Property in Gwinnett County is in corporations, and big things."

Miss Juhan's not afraid to tackle any subject and speak her mind about anything.

She has a petition drive underway asking legislators to push for legislation that would prohibit any employer from forcing an employee to work on his Sabbath day.

She also believes there is no need for a road authority, as is under consideration in Gwinnett County, because "we have eight (authorities) already." She thinks a sewerage bond is taking county residents for



Juhan believes in staying informed: "You can't oppose what you don't know's happening."

a ride because, "We didn't vote on it any more than we are pygmies in Africa. You can't oppose what you don't know's happening." Private concerns, Miss Juhan says, "shouldn't be allowed to latch on to our municipal bonds."

She thinks the county needs a little more foresight and a little less blind progress: "You don't wait," she

says, "until you get in the building before you do your inspecting."—Chip Carter

*Gwinnett County has been the fastest growing county in the United States for the past two years. This article reprinted with permission from The Home Weekly, Lawrenceville, Ga.*

## Harriet Amos tells her hometown's history in 'Cotton City'

Having just published her first book last year, Harriet Amos '72 is already hard at work on her next one, which will describe race relations during Reconstruction.

In 1985 the University of Alabama Press published Dr. Amos' book, *Cotton City: Urban Development in Antebellum Mobile*. "The book covers the urban, local and social history of Mobile during the antebellum period," explains Amos. "It explores the pluses and minuses of an economy built on the cotton industry."

For her research Amos traveled to Chapel Hill, Montgomery, Boston and New York City. However, the Mobile native's interest in her hometown began long before she thought of writing a book — back to her high school days, in fact. For a term paper assignment, her teacher suggested she write about Mobile's "golden age" — the 1850s. The research stimulated her interest in her native city and she continued to do research at Agnes Scott. Her undergraduate work culminated in an independent study paper under the direction of Professor John Gignilliat, whom she acknowledges in her book.

She student-taught at a



high school during her last quarter at Agnes Scott but decided she would prefer to teach more mature students. At that time she was accepted to graduate school at Emory University, and she began her preparation to teach college students. Since her mother was a teacher, teaching became "a natural" profession for her, says Amos, who also recalls enjoying Professor

Geraldine Meroney's teaching style.

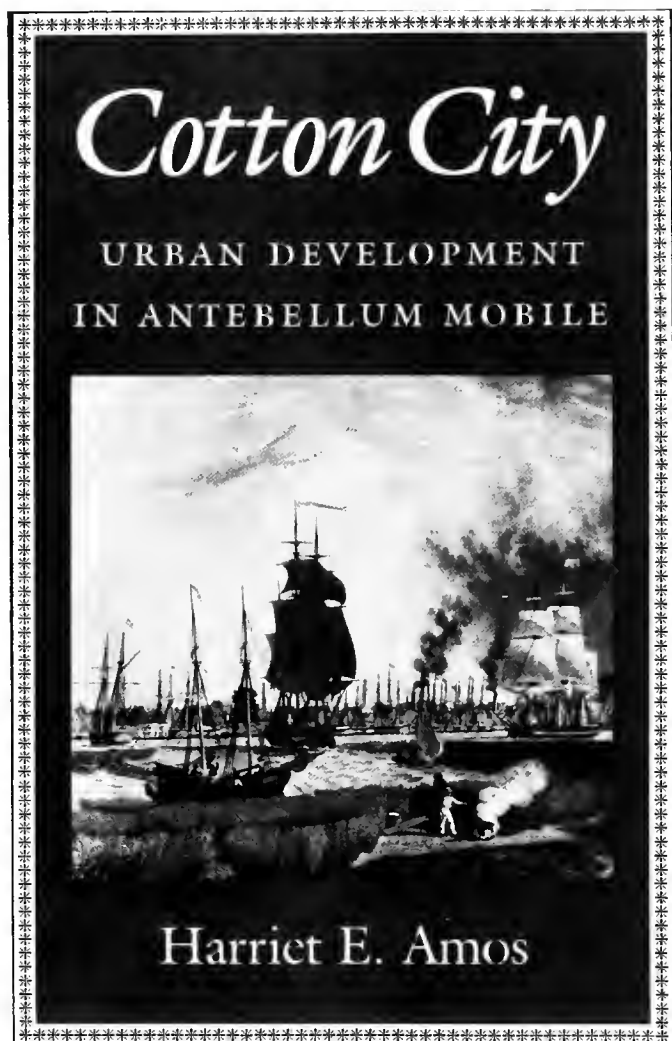
Amos developed her expertise at Emory, where she earned master's and doctoral degrees. Her doctoral dissertation on Mobile's growth became the basis for her book.

Following graduate school, she worked as assistant reference archivist in special collections at the Emory library and taught part time at Reinhardt College in north Georgia. For one year she taught at Marquette University in Michigan.

Now she is an associate professor of history at the University of Alabama in Birmingham, where she taught U.S history from 1815–1877 for seven years. This year Amos is on sabbatical as she researches and writes her second book, which she says concerns "how black and white citizens adjusted to the blacks' freedom during Reconstruction."

Amos says she enjoys researching and writing equally. "When I do research, it's very encouraging to find something. When I write, I enjoy seeing everything come together," she says. — Laurie K. McBrayer '83

Amos acknowledges the influence of Agnes Scott Professor John Gignilliat in her first book, *Cotton City*.





## Margaret Guill probes link between molds and asthmatic children's allergies

**D**r. Margaret "Lou" Guill '69 is trying to find out just how important mold is in the initiation of asthmatic attacks in children with allergies.

"This is especially important in our area of Georgia and South Carolina because here we have more mold spores in the air than pollen," the associate professor of pediatrics and medicine at the Medical College of Georgia said.

Guill's three-year study involves giving children who are allergic to molds the inhalation challenge. During the inhalation challenge, the child inhales increasing amounts of mold extract and then is tested to see how his pulmonary function reacts.

The test lasts about two hours. Afterwards, the child is watched in the lab for another eight hours to prevent complications that might arise from mold extraction inhalation.

Complications may range from simple allergic reactions to severe asthmatic attacks involving sneezing, wheezing and an inability to breathe. Blood tests are given to test for histamines, substances released by the tissues during allergic reactions.

Allergy-prone individuals have a hard time escaping mold because there are literally hundreds of molds, both indoors and outdoors, Guill said.

Molds are furry growths found on the surface of organic matter. They thrive in such damp places as old shoes, decaying leaves, and basements.

"Although mold allergy is not a life-threatening problem, it does cause a loss of time from school for children under 17," Guill said. "Twenty-five percent of the days missed at school are caused by allergies."

—Karen Williams

*This article reprinted by permission from MCG Today.*



Guill, her husband and their two children live in Augusta, Ga.

## Doris Butler finds a gem in joining the family business

**D**oris Butler '85 was three months old when her father bought his jewelry store in Selma, Ala. "He and my mother were working long hours then," Butler says. "They laugh about taking me with them when they went back to the store at night, and putting me on the diamond counter in my infant seat. That's probably when I decided on my career."

As a 4-year-old she was

still too small to peer over the counters, but she remembers pulling up a stool and precociously asking customers, "May I help you?"

Butler worked summers and Christmas holidays in the store as a teenager in anticipation of her career goal. After graduation from Agnes Scott, the economics major studied at the Gemological Institute of America in Los Angeles for seven months. She took

courses in diamond and colored stone evaluation, grading and identification.

"The background knowledge from these studies will give me confidence in the job I'm doing here," she explains. "But it also spoiled me. I have held a 65-carat pink diamond in my hand."

Now an apprentice, Butler buys, sells and keeps inventory of colored stones in her father's store. She soon will be a registered

jeweler—a title roughly comparable to that of a law school graduate. At the end of the year, she hopes to become a certified gemologist and eventually, a certified appraiser.

Right now, she concentrates on learning the jewelry business from the bottom up. "The thing I love most is when someone buys a fine piece of jewelry—it makes them happy," she says. "They identify me with that hap-

## Ruth Heffron finds flair for fund raising, starts foundation to support social concerns

When she was involved in fund raising for Junior Jaunt at Agnes Scott, Ruth Hyatt Heffron '70 didn't know that one day she would be writing grant proposals for \$75,000.

Since 1981 Heffron has served as executive director of the Trident Community Foundation in Charleston, S.C. For six months she worked on long-range planning for the young organization. Then she was asked to be director.

"Almost immediately I started writing \$75,000 grant proposals and I had never written one," she says. "It was a little like doing a research paper at Agnes Scott. It was scary at first, but then it got better." She says an independent study under the guidance of Professor Wilmer Moomaw at Agnes Scott on Atlanta's Model Cities project helped give

her insight into her work.

The foundation asks private individuals and corporate directors to contribute money to form a pool of funds for various organizations and causes. "We now have assets close to \$1 million," says Heffron. "This is the first year we have been able to give away money."

The foundation sponsors several projects, including a food bank that serves 52 agencies; the Charleston Interfaith Ministry, which serves the homeless and needy; and the Peninsular Economic Education Program (PEEP).

PEEP was a two-year project that established a Junior Achievement (JA) program on Charleston's East Side, a low-income, high-risk area. The foundation opened a JA office in the Business and Technical Center, housed in an old East Side cigar factory.



Ruth Hyatt Heffron

Owned by City Venture Corporation, the center allows small businesses to rent space at minimal cost in order to promote growth.

The success rate of the students who participated in the program was so high that now there is a JA club at a high school in the district.

As a volunteer, Heffron was appointed to chair the

mayor's Food Policy Commission, which addresses food shortages among the needy. The commission is now implementing recommendations for several projects, including a plan to distribute food stamps at fire stations rather than at post offices, which are fewer in number and open fewer hours. Other projects involve establishing a Meals on Wheels program, investigating access to grocery stores from new housing for the elderly, and starting an urban garden program, which would allow youth to earn money while learning management and gardening skills under adult supervision.

Heffron's extensive community work led to her selection as a board member of the South Carolina Committee for the Humanities. A political science/American history major at Agnes Scott, Heffron notes that "not just the poor are victims of cutbacks." She was immediately placed on the special initiative committee, "which really means fund raising," she explains.

"With a high illiteracy rate in South Carolina, it becomes almost mandatory to find unique and innovative ways to incite an understanding of the humanities." —Laurie K. McBrayer '83

pininess, and they're always glad when they see me. I like that."

In assisting customers, Butler like to "consider their age, their size, their lifestyle and their taste. Do they like traditional, contemporary or avant garde jewelry?" she asks.

"For example," she notes, "when a girl is just turning 16, a small cluster of diamonds is appropriate.

Anything larger would be inappropriate."

Her father, now her boss, is delighted with his new employee. "I've been waiting for this day for four and a half years," he says. —Jean Martin

*Adapted with permission from The Selma Times-Journal.*



Doris Butler

SELMA TIMES-JOURNAL

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# I Will Not Look Back

**At 14, she had lost her city and part of her childhood  
to the war's destruction.**

**Would she now lose her history, too?**

By Chizuko Y. Kojima '54X

**D**uring World War II, I was ready to die for my country. At the time of the attack on Pearl Harbor in 1941, I was a fifth-grader in a public elementary school in Gifu City, Japan. I had always liked school. School was my life, and at 10, I was dead serious about it.

Long before Pearl Harbor, Japan had been at war with China. The actual fighting had begun the year I was born, but as a fifth-grader I did not know it because nobody had told me.

In the newspapers and everywhere else, the war in China started by Japanese invasion was termed the "China Incident." I knew Japanese soldiers were in China, but I didn't know they were *invading* it. All I knew was they were sacrificing their lives away from home for the sake of their country, especially for the emperor, the head of our nation — like the father in each family.

At school I sang songs about soldiers defending the country. I wrote letters to them as the teacher assigned us to do. I wrote compositions about brave soldiers. Whatever my



*Fourteen-year-old Chizuko Yoshimura*

*The author attended Agnes Scott from 1951-53, after which she returned to Japan to marry. Stimulated by a class taken with Professor Catherine Sims, the adolescent girl's bias against history eventually disappeared under the professor's tutorage and she made it her major.*

*A widow since 1971, Mrs. Kojima lives with her two children in Raleigh, N.C., where she is a freelance translator, interpreter and language instructor.*

teachers taught me, I accepted wholeheartedly.

After December the eighth (not the seventh) of 1941, the schools were forced to intensify their militaristic education. Now that we were really in the war against England and the United States, I joined the whole nation in the sacred war against the devils. Every country of Asia had been exploited by the covetous Western nations; Japan had to fight for the "Co-prosperity Sphere of Greater East Asia." The emperor had given us an order and everybody, including the children, had a task to perform. The slogan for the children was, "Until we win, we will not wish for anything."

On the eighth day of every month and on many other ceremonial occasions, all 1,500 children of our school assembled on the grounds like cadets in a military school. The principal, dressed in morning coat, then walked to a small, shrine-like building at the corner of the grounds, where a picture of the emperor and the imperial decrees were kept. While the principal entered the building, brought

out the box and walked back to the platform, all of us had to keep our heads bowed. Once he reached the platform, the principal ceremoniously opened the box with white-gloved hands and read the whole decree proclaiming the war. It was long and hard to understand, but the upper-grade pupils had studied it in class, so I knew what was read.

### Whatever I saw printed I honored and believed to be true.

Our nation was unique in the world because of our divine emperor, whose pure lineage began more than 2,600 years ago. Under him we had a sacred duty to expel the source of evil from East Asia. We had to become the "Light of Greater East Asia" and ultimately of the world. The righteousness and justice of the Empire would prevail in this great war.

Following the reading, the principal made a long speech. When the ceremony was finally over, we turned toward the flag with its crimson circle on a white rectangle. As a teacher gave a signal, we sang the grave war anthem with the brass accompaniment. I liked the beautiful, solemn melody. The words had been written in the classical Japanese style by a warrior poet many centuries ago. Many younger children, and perhaps some of my classmates, did not know the meaning of the poem because some of its language was archaic. But I knew what I was singing. The poem went like this:

*When I go to sea,  
I shall become a corpse under the water.  
When I go to the mountains,  
I shall become a corpse in the grass.  
I want to die by the side of our Great  
Lord (emperor)  
I will not look back.*

So the war went on. After several months of glorious victories on sea and land, the Japanese army and navy began to suffer reverses. But the true story did not reach the public, much less the school children. As a class officer, I went to school every morning earlier than others and copied onto the blackboard the daily war report from the newspaper.

After finishing elementary school and passing a written examination and the formal oral interview for which I had prepared many months, I entered a girls' high school. The school for girls in grades seven to 10 (there was no coeducational institution beyond the elementary level in Japan then) had been founded by the prefectural government under the auspices of the national education ministry decades ago. The goal of the school was plainly stated to us as my new classmates and I attended the opening ceremony in our new

uniforms; we were there to be trained to become Japanese women — good wives and wise mothers. We learned how to bow more deeply, how to speak more politely and how to walk properly, in silence, in the halls.

The national language, mathematics, science and history were all taught according to the rigid tradition of Japanese education. Also in the curriculum were music, art, calligraphy, sewing, cooking and even flower arrangement and tea ceremony. I was fascinated by my first experience of learning a foreign language, which was English.

Since childhood I had been taught to revere letters and writing. On January 2 every year, my father led the family in the ritual exercise of the first day of the year for writing. We all wrote something appropriate to the season on the large sheets of rice paper with writing brushes. He told us that each stroke of each letter



*The Yoshimura family in 1946, eight months after the Gifu air raid*



The author with Professor Catherine Sims. "An air of authenticity in her class" compelled the 20-year-old to confront history again.

was important and had to be written carefully and beautifully. My mother always reminded me I should never step over a book or even a newspaper on the floor. Whatever I saw printed I honored and believed to be true — especially the textbooks that I studied hard for many tests and exams. We had to memorize many lines as written.

In most classes, the teachers lectured, and the students performed only as directed. The Japanese history taught in those days was a mixture of myth and history, and all textbooks were carefully written to reflect the government's policies. In the classroom, each time the teacher mentioned the emperor (any emperor of the 125 whose names we had to memorize), we had to stop taking notes and put down our pencils. We would sit erect in our chairs staring forward until the teacher gave us permission to resume activity. The spirits of all the emperors, along with the spirits of the soldiers who had recently died for our nation, were protecting us. We had nothing to fear. Japan would go on fighting its holy war.

As the war situation worsened, we had to learn how to be fighters on the home front as well. Our physical education came to resemble military training, and there were many drills for emergencies and fire fighting. During the final stage of the war, most secondary school students all over Japan had to give up attending classes in order to participate in manufacturing war supplies.

By the beginning of the summer in 1945, the major metropolitan areas such as Tokyo and Osaka had been destroyed by U.S. bombers' frequent attacks. The American forces were gaining more footholds in the Pacific islands; all the cities in Japan were daily and nightly exposed to air raids.

The night of July 9 began in Gifu City with the usual eerie warning siren for the air defense. Immediately we turned off all the lights already dimmed with black shades. Though the summer evening was warm, we covered ourselves with the regular wartime clothes from head to toe — the long-sleeved shirt, long pants with socks, gloves and heavy, lined hoods, most of which had been hand-sewn at home of dark cotton materials. We put on our backpacks prepared with emergency supplies. As planned and practiced many times before, my mother, my 12-year-old brother and two young sisters left home with the neighborhood group for the designated evacuation area outside the town.

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### **I jumped to my feet with the shock of a shrill metallic sound.**

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My father and I, the oldest child, remained in our house adjacent to the large concrete building, several stories tall, that also belonged to us. We sat in the dark room near the courtyard for a long time. Only the sound of our radio under the dark cover reminded us that we were still a part of the world. We learned that the target of the bombing was another city near the Pacific coast. It had received a massive attack of incendiary bombs, and the whole town was on fire. The radio announcer's low voice finally said that B-29 bombers appeared to be heading back to the ocean. We thought Gifu had been spared at least one more night; our family would soon be on the way back home. Because the last warning remained in effect, however, we stayed fully clothed, still in darkness. I must have dozed off.

Suddenly I jumped to my feet with the shock of a shrill metallic sound and an enormous bang that I had never heard before. That was the first bomb dropped on Gifu at the railroad station near our home. Immediately following were the tumultuous, chaotic sounds of airplanes passing overhead and numerous bombs coming down like torrential rain, hitting and exploding. My father and I ran to the front part of the building, where I saw electric wires dangling from the broken beams above the entrance. As we came out through the shattered entrance, an incendiary bomb fell in front of me. My clothes were covered by fire. We ran into a neighbor's house across the narrow street. My father quickly drenched me with buckets of water from the large tank that every household had to store for such an emergency. I was unharmed. We went back to the street and joined our neighbors, who were trying to extinguish fire by relaying buckets of water. But the raging fire nearly engulfed us all; someone shouted we had to give up.

My father got onto his bicycle and I climbed up behind him. People were running along both sides of the street. Some covered their hair with futon. The sounds of more shells coming down and exploding were deafening. Each explosion illuminated the dark sky and dark town beneath it. My father pedaled without respite, and eventually we escaped the pursuing fire.

Because the bombing and fire had been extensive, my mother took the rest of the family farther into a rural area. My father and I searched for them all night long in the outskirts of the burning city. It was long after dawn when the six of us were reunited, all safe.

Eighty percent of Gifu, including our home and everything we owned, was destroyed that night. Someone



*A scholarship enabled Chizuko Yoshimura to come to Agnes Scott in 1951.*

saw our building, standing till last in the area, finally collapse after day-break. Even the set of household goods stored in the large shelter in the basement was burnt to ashes.

If we had been willing to die for the emperor in the sea or in the mountains, we could do the same in

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**The pages of  
my textbook were  
suddenly transformed;  
they looked strange  
and repulsive  
with the smeared black lines.**

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the bombed street. We were not afraid, and we would not look back. I did not know how to think otherwise. When I returned to the total ruin that had been my home, I was sad because I could not find my red diary and the golden pen I had left beside my bed. I was sad to see the dead goldfish floating in the black water of what had been my father's cherished pond. But I stood amid the rubble without shedding a tear.

A few weeks later, while I was staying at my grandparents' home in another town, I heard on the radio that a new kind of bomb had been dropped on Hiroshima, a city far away from us. Three days later, another new bomb fell on Nagasaki farther south. The war came to an end quickly after that. We were told that there would be a "serious" broadcast at noon on August 15. The emperor and the military government had decided to surrender unconditionally, and they chose an unprecedented method to inform the nation that the war was ending.

For the first time in history, the people of Japan heard the emperor speak — on a recorded broadcast, but still with his own voice. On special occasions we had seen the photographs of the emperor in military uniform, sometimes on a white horse or standing in traditional, formal dress. We had read and heard his words many times. But none of us





*Chizuko Kojima and her children: Kenji Alexander, 25, and Chiye Katherine, 18.*

had ever heard him speak. That day as we received his final decree, his high voice on the scratched recording sounded awkward and uneasy. His strange intonations were unlike those of any Japanese speaker or foreigner. I could hardly comprehend what he was saying. All I could grasp was something about having "to bear the unbearable and endure the unendurable."

I thought something frightening was going to happen, but nothing did. Soon we had the lights on in the evenings. With no more ominous wailing sounds of air-raid alarms, we could sleep all night. Tall Douglas MacArthur arrived in Japan with a pipe in his mouth and dark sunglasses — a surprisingly different sight from the Japanese generals we had been accustomed to seeing. American soldiers came even to Gifu, but we were not slaughtered.

I went back to school, though the buildings were only temporary barracks because of the bombing. I was happy to attend classes again, especially because now I could resume my English, which government policy had stricken from the curriculum

toward the end of the war. The principal and teachers began talking about the new ideas: democracy and freedom. In history class as anywhere else, we no longer had to be careful about the word "emperor." Everything had changed, and everyone seemed to accept the change like a change in the weather.

Then one day, an event that most violently shook the world of a 14-year-old took place at my school. My teacher, who had been with us throughout the war, came into the classroom as usual and told us to get our black ink and writing brushes used for our calligraphy course. He told the class to put the history textbooks on our desks and open the pages as instructed. He then told us to smear black ink with brushes on certain lines. The phrases that indicated the divinity of the emperor disappeared. The glorious and righteous advancement of the Japanese Imperial Army in China was erased. The pages of my textbook were suddenly transformed; they looked strange and repulsive with the smeared black lines. The class was

orderly, and my classmates seemed to be absorbed in doing as told, but I stared mutely at the eradicated lines of my history textbook.

The demolished house and the burnt diary I had taken stoically, but this was different. I felt as if I had been struck. I had no way of knowing that the teachers who had been controlled by the government during the war were now receiving orders from the occupational forces. Something inside me crumbled. For the first time in my life, I realized that the textbooks were not what I believed them to be. The comfortable world of conviction in which I had lived collapsed.

No longer could I trust teachers who so completely could change what they had taught. People were not trustworthy. Written words were not reliable. I had to begin my search for something dependable, something as yet unknown — but this time I would search on my own. I could no longer depend on anybody or anything. That day when I was 14, one thing was clear: I told myself that I would never study history again. ♦



*The Raleigh, N.C., resident currently works as a freelance writer and Japanese/English language instructor.*



# The Doctor Is In

At 87, psychiatrist Ruth Pirkle Berkeley  
is giving care, not receiving it

By Jo Hathaway Merriman '58



JOE PINEIRO

With courage born of curiosity, a blonde Agnes Scott graduate spent a couple of summers studying in New York, back in the twenties. The Yankees eventually found that behind the dimple and the charming manner lay the mind of a scholar and a steely determination to "have it all."

After years of shuttling between her native Georgia and New York, she decided: Why not both a medical career and a family? Why not practice psychiatry, instead of those disciplines then considered "suitable" for women — obstetrics or pediatrics? Dr. Ruth Janet Pirkle Berkeley '22 never knew she was decades ahead of her time.

She still doesn't. Now designated a New York State Qualified Psychiatrist, she may both teach psychiatry and treat patients. Among a hatful of other medical affiliations is her certification by the American Medical Association through 1987, based on her awareness of new developments in her field. She conducts an active, specialized practice in psychoanalytically-oriented psychotherapy. Not bad for an 87-year-old.

*She tells her patients: 'Don't opt for magic.'*

Her niche in psychiatry lies between classic "deep analysis," in which the therapist usually keeps silent while the patient speaks, and directive therapy, in which the therapist tells the patient solutions to problems.

"I think it's cruel to stay silent," she says simply. "I just stimulate people's thinking so they can solve their own problems." Clear thinking and a no-nonsense attitude seem to characterize her low-key approach. Unlike some of her younger peers, Dr. Berkeley operates in quiet confidence from her Manhattan apartment on West 11th St.

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**"I just stimulate  
people's thinking  
so they can solve  
their own problems."**

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In one-on-one exchanges, she heals minds. Enormous compassion, no coddling.

"No miracles," she stresses, "no quick fixes. With psychopharmacy now a part of public consciousness, people who want to straighten out their lives often expect me to give them tranquilizers and antidepressants." Instead, her patients get a homelike treatment setting and a responsive, even charming, analyst.

They learn not to "opt for magic," Dr. Berkeley notes. "When a pill helps, it does feel like magic. My patients become ready to observe themselves and to see what they do that causes them to make mistakes in their lives." They want to improve their relationships with themselves and other people, she continues. "They have motivation and intelligence, and they truly work at it. I don't do hand-holding. I encourage their independence from me." Dr. Berkeley sees seven or eight patients a day, five days a week. But, she adds, taking care of herself is as important as patient care.

"I'm concerned to keep myself in good working condition," she says matter-of-factly. "Only I can do that. My patients have their own problems. They have no reason to think about how I am feeling." Her personal prescription: She drives herself out to the country Wednesdays and Saturdays "to clear the air and renew my commitment to myself."

Her commitment to medicine has lasted 51 years. She giggles to think her former husband, Edmund Callis Berkeley, got her started. They were divorced in the 1950s.

After her graduation from Agnes Scott, the then Miss Ruth Pirkle taught biology on campus for nearly 10 years, achieving the rank of assistant professor. "I taught invertebrate and mammalian zoology, known as the 'cat course,'" she smiles, "and I, naturally, was known as 'Miss Pickle.'"

Her Agnes Scott education, she recalls, "expanded my horizons and helped me develop excellent study habits." Her 1917 diploma in home economics from Georgia State College for Women would be put to use after 1934, when she and Mr. Berkeley were married.

In an age when most women went from their fathers' homes to their husbands', the Cummings, Ga., native spent her summers studying biology at Columbia University in New York City, traveling between north and south, with a trip or two to the Far West and Canada. In 1932-33 she taught at Hunter College in Manhattan after a permanent move north.

The bridegroom, a Harvard University Phi Beta Kappa, reportedly was a mathematics whiz who became expert in actuarial statistics for insurance companies. In the 1940s he pioneered the use of early computer systems to compile and analyze statistics, with his wife's encouragement.

He had, of course, encouraged her to "go for it" when, at age 36, she was offered a place in Cornell Medical School's Class of 1938. His bride was then studying anatomy at Cornell Graduate School in Manhattan, located at the Cornell Medical Center. She had planned to complete her Ph.D. in biology.

"A couple of doctors I knew had mentioned my applying to Cornell Medical," she remembers. "Of course, I discussed it with my new husband. So on the honeymoon ship coming back from Europe, he sent a cablegram saying I would transfer from Cornell Graduate to Cornell Medical. He presented me with an accomplished fact! Right off the boat, I arranged for my entrance interviews, and pretty soon I had my medical school seat assignment."

Feeling rushed, Dr. Berkeley tried to stall. "I told my medical school professor I needed time to find an apartment, buy some furniture," she recalls, spreading her hands helplessly. "He said, in effect, 'All right, but do it fast.'"

His colleagues had already spotted her as talented physician material, potentially useful to themselves and their profession. She says that perhaps because she was older and married, she was not hazed with practical jokes in medical classes like most of the other female students.

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spotted her as talented  
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However, one rule was strict: no pregnancies. "I had just two goals at the time," Dr. Berkeley observes, "to get through medical school and to have a family. I had a miscarriage. The dean told me if I got pregnant again before graduation, I'd be out. No chance to return."

Those were harsh years for women in medicine. "The school charter said that a certain number of qualified women had to be admitted to each class. Still, women weren't readily accepted unless they were studying pediatrics or obstetrics," she smiles. "He always asked me, in particular, to describe the terrible things that could happen to the older primapara, or first-time mother."

In 1940, Laura Helen Berkeley was born. Dr. Berkeley was 42. Tests for Down's Syndrome were nonexistent; the child was wanted, and the birth an act of faith. Today, she is a scientist like her mother and lives with her family in Central America.

After achieving her first two goals, Dr. Berkeley now discovered there was more to learn, to gain.

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**She had just two goals  
at the time:  
to get through medical school  
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After her 1938 graduation, instead of becoming a hospital intern, she was permitted to be an "extern," to live at home during her residency. During those years she worked with psychiatric patients at New York Hospital, then as now a leading center for medical treatment of mental health problems.

As World War II approached, psychiatry was considered an exotic branch of medicine. In America it was also a mysterious one. Could a mind really be healed like a broken leg? Could crazy Mr. Smith actually learn to live like other people? Reports filtering in from faraway Europe praised the work of men with such guttural-sounding names as Freud, Jung, and Reik; photographs showed Continental-looking faces.

Some in the New York City medical community were as xenophobic as the rest of the country. Some, like Dr. Berkeley, had a courage born of curiosity to discover more about this inner world.

Dr. Berkeley had new goals. She wanted to learn to manage her emotions and to improve logical thinking by developing the left hemisphere of her brain. Professionally, she needed to learn psychiatric techniques.

"Being a non-conformist, I did a daring thing: I went into analysis myself with Theodore Reik." The Viennese physician, a follower of Sigmund Freud, was then practicing in New York. After trying three other analysts, she decided to stay with Reik.

"I could take what was useful and push aside what didn't refer to my situation," she notes. "All he knew of women was the experience he had of them in his youth in Austria before World War I. He had not changed his opinions since.

"Still, he was an excellent analyst. He really did, as he set forth in his writings, 'listen with the third ear' or, you might say, read between the lines.

"Dr. Reik had a dry sense of humor unusual in prominent psychiatrists then. For instance, he had a delightful way of saying to men who were sadistic to their wives, who were in analysis with him: 'If you don't stop that, you'll drive her crazy!'"

A significant difference between 1940s psychotherapy and today's, observes Dr. Berkeley, is that then "people didn't talk openly about family problems in terms of sexual deviation." Because of social taboos, discussions of deviant behavior were held in a strictly private medical environment. Now with the awareness of gay rights and a broadening of psychiatric services, she says, troubled people routinely find solutions in church-sponsored group therapy settings and specialized clinics.

She grew up surrounded by traditional Southern customs regarding women, yet has seen the women's movement impact a major Northern metropolis.

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**"If I hadn't liked myself,  
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I decided on."**

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"Feminism was needed to awaken many women," the doctor asserts, "so they could get themselves out of the caves they felt contented to hide in. They weren't happy, they had yearnings, but no acceptable tools to express themselves.

"Women today still don't like themselves. They haven't developed themselves as women among women, or as women among men. They are placed too much in competition with men for them to discover their best selves. The result is that many women have trouble cooperating with either women or men.

"If I hadn't liked myself," Dr. Berkeley concludes simply, "I couldn't have achieved the goals I decided on." She advises others to set meaningful goals and ignore the tut-tutters who say, "It can't be done."

Like other older persons, she has coped with long-term care of a beloved parent, with deaths, with myriad disappointments of every kind. Still she seems to face the world with a fresh openness and curiosity.

At an age when many of her contemporaries expect to receive medical care, Dr. Berkeley is giving it. To her, that's simply the way things should be. ♦

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*Jo Hathaway Merriman lives in Noank, Conn.*



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# Home Is Where You Make It

**Nostalgia can actually help us cope with stress  
and change. The tougher problems  
may be for those who have  
never been homesick.**

By Ayse Ilgaz Carden '66

**D**uring one of her lectures at Agnes Scott, social psychologist Sandra Bem said that she came into her own as a psychologist when she was able to merge her personal interest in the equality of women with her professional interest in gender roles. Up to that point her research had failed to excite her. After this merging, however, she felt that Sandra Bem, the woman, became Sandra Bem, the psychologist. Her work became an extension of herself.

Recently, I started to experience the same sense of "coming together" as I undertook research on a new topic. It began with a request to speak to "Big Sisters" during orientation. When I asked their spokesperson what they wanted me to talk about, she said, "Homesickness — it appears to be quite a problem." As I studied my topic, I was surprised and intrigued to discover that psychologists know very little about homesickness.

As I groped for a better understanding, I talked to students and friends about their experiences. Soon I recognized that homesickness could be a debilitating experience for some students and that most students probably suffered from it some time during college. In September 1984 an Atlanta newspaper reported that, according to the director of student housing at Georgia Tech, "the biggest problem facing incoming freshmen is homesickness." The Black Cat production segment on homesickness during that same month showed a caring and sensitivity to the topic that I believe reflects its importance in the lives of new students at Agnes Scott. I also thought about my own encounters with homesickness. Three very different memories emerged, tied together in a rather fragile Gestalt: the Greyhound bus station in Baltimore, a black cake and a death in my family.

After three weeks on a Turkish merchant marine ship, I arrived in Baltimore one July evening in 1964. It was the first time I had been away from home in Turkey for any length of time, and it was my first trip abroad. One of the officers of the ship brought me to the bus station for the trip south. After giving me all the merchant marine "dos and don'ts" about America, he left me and returned to his ship. I had a few hours until my bus was scheduled to leave, so I looked around for a comfortable seat and, spotting one, sat down to wait. I felt independent, grown-up and adventurous.

After just a few moments, though, the enormity of what I had undertaken hit me for the first time with full force. I had left my family, friends,

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**I was torn between images  
of people and places of  
my past, images  
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culture — everything I had loved and cared for — to live in this strange place. I did not know a single American. From what I could hear around me, I wasn't even sure I could understand the language. I did not have any cultural cues to help me decide whom to approach and whom to avoid. While these thoughts ran through my mind, I wanted desperately to run back to the ship and sail home. I remember holding onto that seat until my hands began to hurt.

And then I cried. I remember embarrassment and disappointment in myself, but most of all I remember pain. Whenever I teach about conflict in my classes, I go back to those few minutes when I was torn between images of people and places of my past, images that my brain so temptingly conjured up for me, and the reality of the Greyhound bus station — from the Mediterranean sunsets and breezes, the faces of my

family and friends, to the stark lights, the muted colors and the strange-looking and strange-speaking people of that cavernous room.

During those few minutes, I almost made the wrong decision. Then something wonderful happened. An older woman came and touched my shoulder. In a conspiratorial tone, she asked if the man sitting next to me was bothering me. I had been oblivious to him; the way I had been crying and carrying on, I am surprised he remained seated there. I don't know how he felt when he heard her question; I know I felt wonderful.

This sign of caring when I least expected it was so overwhelming that I started to cry even harder. Unable to stop long enough to tell her anything, I kept crying. She sat next to me, pushed the man aside, held my hand and said, "That's all right. I'll wait until you can tell me." So there we were — two total strangers separated by oceans and cultures, united by a bond of humanness.

I told her everything; she listened. I discovered I had quit crying along the way. She gave me her name and address, told me she would be my friend and family here. If I needed anything, I was to call her "collect." She missed her bus to California to see me off. As we waved goodbye, I knew everything would work out.

Probably most of you have had similar experiences. Someone in every American family's past has shared some of the feelings I experienced setting foot on this soil as an immigrant. You bring your old world within you and try to learn to live and love again in your new one. In this perpetual marginality is hidden the great richness of America — the value of diversity.

As was true in my case, physical separation from people and places we love is the most frequent precipitating factor in homesickness. In fact,



The campus, too, has changed. Agnes Scott Hall (center) is the only part of campus that dates back to the early 1900s when this photograph was taken.

scholars initially believed that homesickness was an organically based disease. Despite the fact that psychological therapies became increasingly more acceptable, homesickness continued to be conceptualized as a disease caused by physical separation. Thus the word homesickness quite accurately reflected the core of early attempts to understand this intense desire to be reunited with people and places we love.

However, as is true of many areas of research, scholars gradually began to understand that the concept was probably inappropriate. With society's increasing mobility, the concept of "home" began to blur. And increasingly the disease or sickness interpretation became suspect. The term "nostalgia," (from the Greek terms *nosos* [return] and *algos* [pain]) came more and more to describe the feelings associated with homesickness. Acceptance of this term illustrates a gradual realization that the desire to go back has to be defined more broadly and not be limited to the concept of home.

Writing in the 1950s, psychologist Charles Zwingmann illustrated the richness of this new concept with the term "nostalgic reaction." Nostalgic reaction has to be seen, Zwingmann argued, not only as a reaction to physical separation but as a reaction to change in a temporal sense . . . to change, not only as an abrupt event, but as an anticipated event of nega-

tive personal significance. This element was certainly present for me at that bus station — the dread of an unfamiliar future, the fear of change. I experienced a similar feeling when on my 40th birthday, some of my friends presented me with a black birthday cake. The color matched my mood perfectly. The cake disappeared fast, but my mood lingered on.

Zwingmann points out that this society and many others encourage nostalgic reaction because of their attitudes toward aging. We value youth, beauty, vigor. We tend not to respect old people, nor do we see them as wise. In doing so, we teach our children to fear the future and be anxious about the passage of time. Verbal expressions such as "killing time," "losing time," and "stealing time," bear witness to this.

Zwingmann also notes that women anticipate aging with grave consequences that we are culturally conditioned to fear — losing our physical and sexual attractiveness and our ability to bear children. For men old age often signals the end of productivity and achievement. Increasingly, this is also true of women. Both men and women fear the isolation of old people's homes and dependence on other people. We often make attempts to escape that fear through nostalgia, when the past is remembered in all its exaggerated glory.

An important point about nostalgic reaction is that the intensity of the desire to return to the past generally is due less to the attraction of the past than to the inability or *perceived inability* to cope with the present or future. In this conflict the individual sees the past as increasingly and unrealistically attractive.

Experiences including both the physical and the temporal aspects of nostalgic reaction are particularly critical for the individuals involved, as I discovered upon my father's

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death two years ago. I had a tremendous longing for the way things used to be. My initial emotions were intense sadness and despair. Gradually, however, happy memories began to emerge. I found that by focusing on these memories I could keep my father within me and allow my life to continue.

A death in one's own family, especially a parent, is a remarkable experience of nostalgia because it joins the physical and temporal aspects of the phenomenon. Death's physical separation is final. This temporal aspect achieves a new intensity when one has to face a



future in which one will never be a protected child again. Here, one has to come to terms with one's own mortality. But in this nostalgia there are the seeds of healing.

When people are nostalgic, the experience involves both pain and happiness; this, says Zwingmann, is the nostalgic paradox. The happiness provided by memories becomes the medium through which the individual can maintain a core of identity and make the transition to new conditions. Thus the nostalgic reaction bridges the past and the future, and has an important role in preserving the individual's mental health.

Some people show extreme forms of nostalgia, known as nostalgic fixations. Others show no nostalgic reaction. A person without nostalgia is someone who has trouble with affiliation and attachment and therefore is likely to have mental health and adjustment problems. The disease concept of nostalgic reaction then should apply to both its extreme and lasting presence and to the total absence of it.

At one extreme is someone totally unable to cope with change, who begins to live in the past. At the other are individuals with considerable anomie—with no sense of identity or roots. At moderate levels, however, nostalgic reaction should help individuals maintain a sense of continuity and identity during times of change.

Change is a highly complex phenomenon. Equally complex is the adaptation to change. "What is sought when change is introduced is a modification of individual attitudes, both in their cognitive and their affective components, and an actual change in behavior," says Frederick Glen, a social psychologist. Since all change requires modification of behavior patterns we have become used to, there is often a

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### **A person without nostalgia is someone who has trouble with affiliation and attachment.**

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struggle—if not outright crisis—within individuals confronting change. Quite often, says Glen, "(t)he security of the familiar situation, even if less than ideal, and the anxiety over the unknown or uncertain effects of change militate in favor of the status quo." "Better the devil you know than the devil you don't know" and "Better safe than sorry" communicate this feeling of anxiety in the face of possible change. The tug of the past is especially acute when change is all-encompassing, unexpected, too fast, or perceived as discomforting.

Psychologists have a responsibility to discover effective ways to introduce change that will enhance the ego-continuity function of nostalgic reaction—methods that create the kind of milieu where the pull of the past and the lure of the future can be reconciled.

As we plan for change, we must remember to balance continuity and change. We should always change toward something.

The goals of change involve our identity as individuals and as an institution. People charged with affecting change at the institutional level must be particularly sensitive to the needs of individuals. They have to try to delineate effectively the continuities in experience and identity. They should demonstrate and actively encourage nonjudgmental, informative communication. They should be willing to listen to people talk about their nostalgic experiences without ridiculing or belittling the individuals involved. These communications should be seen as opportunities for sharing and learning, for bridging between the past and the future. This attention to individuals

also recognizes the human being as the core of an organization. People are not pegs in a system; they *are* the system. Our institutions belong to all of us, not to the individuals among us.

Change is best achieved through willing cooperation toward a common goal, working in an environment where the human being—at an individual level—matters. By encouraging motivated participation and preventing extreme nostalgic reaction and alienation, the move toward the future can be made without institutions losing their sense of identity or purpose.

Finally, it is important to recognize that we will feel nostalgia more severely during certain periods of change in our lives and that certain occasions make us more susceptible to such reactions. Freshmen receive extensive orientation because we recognize the first year of college as such a period. Graduation from college and retirement from one's lifelong career deserve at least as much orientation and care. Immigrants, old people, chronically sick individuals and people in new surroundings are other groups likely to be affected. Birthdays, national, religious, institutional celebration days, and days of personal suffering, are occasions when we tend to feel most nostalgic. We should take special care to make these occasions affirm the identity of the individuals and groups involved.

One of my fondest memories of my student days at Agnes Scott is receiving a letter from Dr. Alston on my birthday every year. Even if the rest of the world forgot me, I was sure his letter would be in my box that morning, and it always was.

The keys to good change and good nostalgic reaction are inclusiveness, sensitivity and care. Given these, we can all face change and grow in the process. ◇

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*Ayşe Ilgaz Carden, professor of psychology, is on sabbatical in Turkey.*

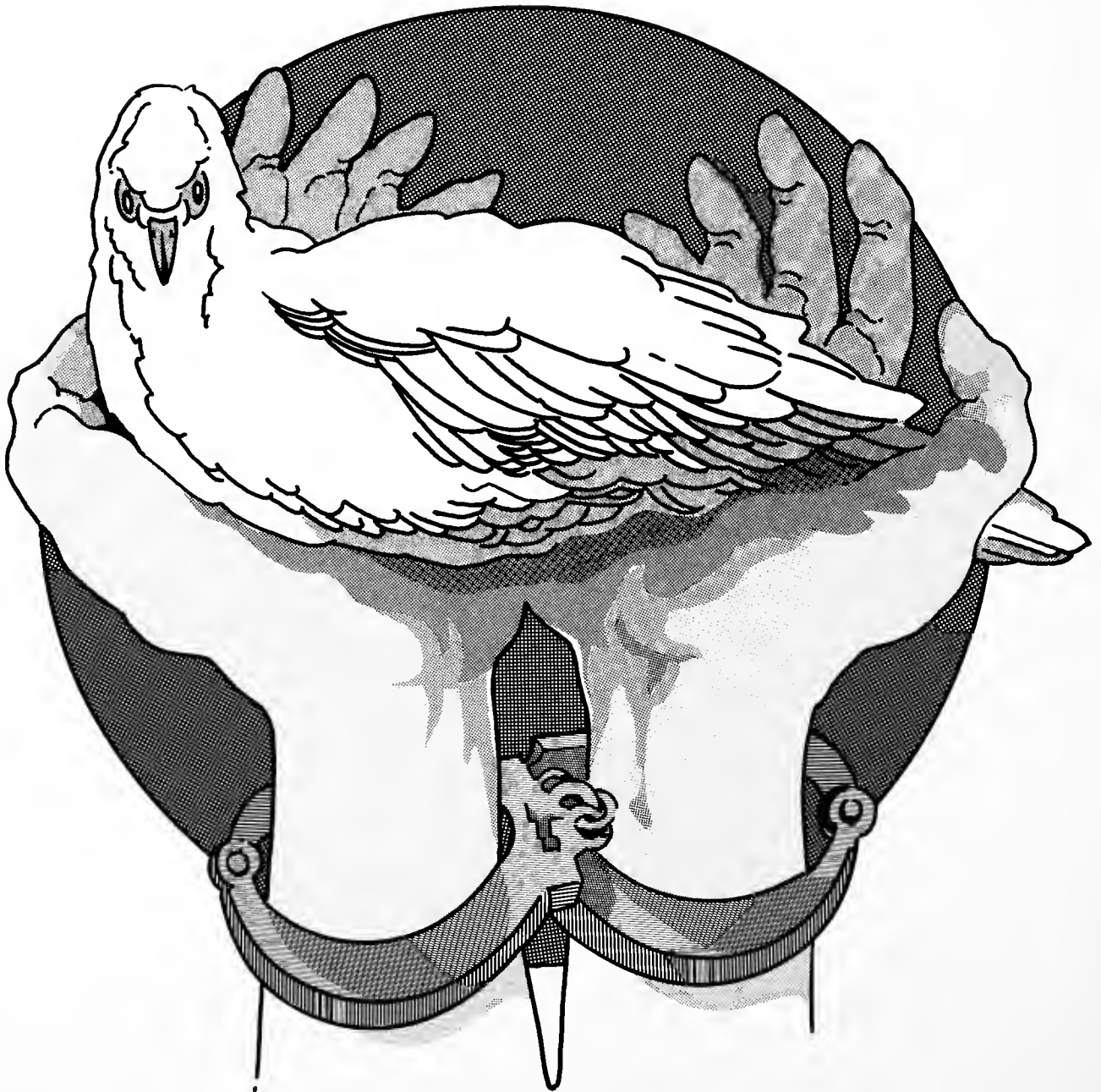


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# Walking A Fine Line

A protestor's crisis of conscience:  
When is it right to break the law?

By Winona Ramsaur '78



It's unbelievable the hatred that you find coming out of people when they see others protesting the American way," remarked the woman I happened to find myself walking beside in the march. In her 50s, she was one of 20 who planned to do civil disobedience that day by entering the Kings Bay Submarine Base at St. Marys, near Georgia's Cumberland Island. Pinned to her shirt was a picture of her four grown children, people she didn't want to lose in a nuclear war.

Beside her walked a priest in his mid-30s who was also there to enter the base illegally. His black, neat hair was graying slightly and he wore a clerical collar. He seemed comfortable relaying orders from the back of the line to the front. "We need to move closer together." "Slow down up there." But as he talked to us he seemed self-conscious. He showed us the picture on his slender chest — his mom and dad, two sisters and himself at a sister's wedding. His dad was a retired military man. The priest said he writes letters to his parents trying to explain what he feels.

The woman and the priest were going to break the law to dramatically say "No" to nuclear weapons, both personally and as a public statement that would help alert others to what is being bought by the American people.

Our group came to the only intersection in our three-mile walk. The talk stopped suddenly when a police car swerved in front of us. A policeman jumped into the middle of the street. He held up his hand to stop traffic while all 160 of us scurried across. I heard myself gush a little-girl "thank-you" to him.

We now walked along U.S. government-installed sidewalks beside highways recently widened into undeveloped forests. Feeling the warm breeze hit my face, I pulled off my sweater. I looked out into the cars

that passed, at the faces of those who turned to see us and those who never glanced toward our long line. It seemed to me that all of us were grasping at ways to deal with a world that sometimes felt out of our control.

Soon we came to the high fences of the base. We saw the jeeps inside coast by, the uniformed men in sunglasses talking on walkie-talkies. I guessed that they talked much more about us with our banners than about the nuclear submarines cruising quietly beneath the waters nearby. Twenty new Trident submarines would start arriving in 1989, each one carrying 4,000 times the power of the Hiroshima explosion. "They're orderly so far, sir," they reported.

We sat in the grass near the base's bricked entrance and the tiny glass booth. Armed soldiers saluted those through who had correct IDs.

We prayed and sang, and then the 20 stood. A woman in her 70s commissioned each of them with chosen words and a hug. Then they started to walk up the drive to the gate of the base.

A woman in a wheelchair was leading the way when a stranger ran up and stood in front of the wheelchair. I couldn't hear what the young man was saying, but he was angrily waving his arms. Leaders from our group hurried over to talk with him, but he wouldn't move out of the way.

Minutes passed, and still he danced back and forth when anyone tried to get past him. The police who lined the other side of the drive and the soldiers on the base watched curiously to see how our nonviolent group would handle this.

Finally, two men and a woman from our group put their bodies shoulder to shoulder and began pushing this man to the side, while he kept yelling.

My mind pictured a knife coming out of his pocket. I saw the vulnerable chests before him. But when they reached the side of the drive,

the four sank together onto the grass and prayed. Apparently the man was very religious, and he felt that breaking the law was immoral.

Now the group moved closer to the gate, and an intercom repeated over and over, "This is U.S. government property. It is illegal to trespass upon U.S. government property. This is. . ." The base commanders had been told earlier exactly what would take place, and the rest of us stood far back now, so the military officials would not worry about the crowd.

In groups of four, the 20 walked through the gate and were taken away by guards. When I saw the two I'd walked with, I found myself shivering. I knew how nervous it made me to be stopped for even a traffic violation. All the thinking through and believing that this is the right choice at this time can't make the experience enjoyable as the guard takes someone by the arm and leads them away.

My mother had taken me by the arm before I'd left to come here. She said, "Go to the protest if you've got to, but, Winona, don't you dare get yourself arrested." Yet, when the 20 were gone, the rest of us wandered around, slowly scattering as if we didn't know where to go now.

Why did I feel for those people who'd broken the law? Especially when I'd been reared in a hardworking, law-abiding family. My dad for years worked 70 hours a week at a grocery store, and my mother sewed all our clothes and took us to the Baptist church every Sunday. The only daughter, I was also brought up to be submissive — to plan anything else I wanted to do around having and rearing babies; to do the dishes, clean up, and hang and fold clothes without even noticing (much less criticizing) my two brothers who sat and watched. "You look so much prettier when you smile, dear," I was told.

But there were always contradictions, and for me it was watching my mother (years later a top-notch realtor) slotted by society into a 1950s housewifery that she wanted to love, assuring her necessity to us by directing each puzzle piece into its space. Eventually came the adolescent yelling and bitterness — the refusal to smile with a mother who couldn't acknowledge that she'd reared me any differently from the boys. She had just spoiled me perhaps, she said. I knew the contradictions, but I will always have trouble accepting them.

At Agnes Scott as a day student for my last two years of college, I drank in all the words spoken in class, the examination of motives and character in human beings. I was starved to see truth searched for and respected, conventional standards set aside. I don't think I realized at the time that all the learning was only the beginning of a continuous re-examination of personal beliefs and a constant questioning of any established social order.

This sort of questioning is still going on at Agnes Scott. I observed a debate in Professor Gus Cochran's modern political theory class last spring. About 15 freshmen and sophomores in a small classroom took on the subject of sanctuary, the action taken by churches and individuals who oppose U.S. immigration laws by protecting or harboring Central American refugees.

"There is a higher authority than government, and that is conscience," said a young student dressed in heels and the business suit of the '80s. She sat with two others on the pro-sanctuary side at the front of the class.

"But aren't there other methods to satisfy the conscience?" one of the three against sanctuary answered. She had a sure voice but her eyes hid behind blunt-cut bangs.



*Professor Connie Jones, chair of the sociology department.*

"Other means are being explored. But these aren't fast enough," the well-dressed young woman explained.

"Wouldn't it be faster to work to help the situation in a particular country than to let the whole country come here for sanctuary? Then change the government? Then send them all back?" another said with a laugh.

"Look, civil disobedience provides a platform to let people know what's going on. If it were not for civil disobedience in the past — for women to vote, during the civil rights actions of the '60s — we wouldn't have the laws we have today," another student countered.

"Sure. In the past," the other side agreed. "But not today. Today it's not necessary." Pointing out that sanctuary was a "romantic act" that in reality was "illegal, a felony," this side concluded that concerned people "should instead be working through the immigration laws."

While remaining objective in class, Professor Cochran admitted that he finds himself more on the side of John Locke than on the side

of Thomas Hobbes. (He had assigned readings in the two philosophers to students before the debate.) While Hobbes claims it is never right to resist authority, Locke justifies civil disobedience under certain conditions. "I have to go with Locke's position," Cochran says, but adds, "the alternatives to breaking the law as a means of protest in a democratic society are important, too."

Breaking the law used to be a necessary part of daily life for Myrtle Lewin, assistant professor of mathematics at Agnes Scott. As a white South African, she lived in a country where there are strong social pressures against visiting friends across the color line, "job reservation" laws that favor even ineffectual whites over blacks, and "pass laws" (some recently abolished) that restrict where blacks and whites could live or work.

Lewin remembers her dentist who hired a black woman as his hygienist. He was prepared to sacrifice a segment of his clientele; he may have been breaking a job reservation law as well. Lewin's family had a live-in black housekeeper, and the law forbade the woman's husband to live there, but he did. The Lewin family

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**"The alternatives to breaking the law as a means of protest in a democratic society are important, too."**

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accepted the fact that in making available to this couple a kind of sanctuary, their house could be raided at any time. This type of civil disobedience was merely "working around the laws all the time," or "one way of fighting a bad system," Lewin says.

Another type of civil disobedience that has more directly tried to change

apartheid in South Africa is membership in banned political parties. In the 1960s, Lewin had many friends who, unknown to her, were members of the South African Communist Party (a party of liberation which supported a government by all people and contained "lots of die-hard capitalists.") This group carried out "symbolic sabotage" by blowing up electrical installations and other strategic targets. Although the group said they wanted no one hurt, their actions sometimes turned sour and injured or killed people.

"Nonviolence, as Martin Luther King understood it, does not seem to fit into the particular situation in South Africa," Lewin says. "The government must know that it has to bend. But its bending has always been in response to all kinds of pressure, which includes economic boycotts carried out by blacks against white stores, as well as black rioting. This bending usually comes too late, seldom with goodwill, and always after attitudes have hardened," she adds.

In 1980, Lewin and her family left South Africa. She gave up a tenured university teaching position in Johannesburg and now considers herself a refugee by choice, politically estranged from her birthplace.

In Professor Connie Jones' classes, students examine nonviolence as an important part of civil disobedience. Jones, chair of the sociology department, talks about Gandhi and the role of nonviolence in all his acts.

"Gandhi believed that the ends don't justify the means," Jones says. "Since he could have died in the middle of the process of change, he would not do nasty things for a good end." She points out that an "us versus them" view is the basis of all intergroup strife. The spirit of nonviolence for Gandhi involved seeing

the other person as like oneself and seeking to win him or her over.

"Susan B. Anthony said that resistance to tyranny is obedience to God, and I believe that," Jones says. "But when you're sitting in the mid-

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**"Nonviolent civil disobedience  
is a respectable act  
of desperation."**

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dle of a world that ticks along with a set of laws which it claims to be just, it's difficult to see the injustices clearly. They're so many that they slip through the cracks." She pauses a moment, thinking through her words. "Yet the problem, too, is one of hope. I would do all kinds of things if I knew that my breaking the law would change things, but how can I know?"

The Presbyterian Church in the United States, instrumental in the history of Agnes Scott, has long supported nonviolent civil disobedience. In a recent "Presbyterians and Peacemaking" study paper, civil disobedience is described as that which is "rooted in conscience and



*Frances Freeborn Pauley '27: "You've got to have people who'll test the laws."*

not mere self-interest"; is open, not hidden; and is done "with awareness of the penalties and willingness to accept them if finally assessed."

At least one current student at Agnes Scott, Jackie Stromberg '87, is prepared to do civil disobedience at some time in the future "if the cause is just." At present, she is part of the support group for those arrested at Congressman Pat Swindall's office in Decatur in opposition to the Georgia Republican's support of military aid to the contras in Nicaragua. As a member of the group Pax Christi, Stromberg has taken a vow of nonviolence for her own life, "in the hope that if violence is eliminated on a personal basis, this will extend to the wider community."

Local issues sometimes demand strong personal responses as well. Sherry Schulman, now a DeKalb County, Ga., commissioner, attended Agnes Scott in 1977 and 1978. In 1983 she felt compelled to take a strong stand to stop the state Department of Transportation from cutting down trees to make way for the Jimmy Carter Presidential Parkway. She knew the DOT was breaking the law by cutting trees on land the state did not yet own. People got together, methodically found out about civil disobedience and how to go about it without violence.

"It was not a frivolous decision," Schulman makes clear. In fact, she was not planning to be arrested until a couple of months later when she began to feel completely frustrated in her efforts to communicate with officials. She was arrested the same day as another elected official, former state representative and Atlanta city councilman John Lewis. Says Schulman, "There were two reasons civil disobedience was necessary. One, to actually delay the construction and cutting of trees until the court date and two, to keep the issue before the public."

Continued on Page 28

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# Living Gently

In the beginning was the revelation: as feminism began to make us aware of discrimination against women, we came to realize that when women were victims of special kinds of violence, they were often victims of social scorn. Even the law sometimes offered less protection. We caught fire. We rallied, we protested, we lobbied. We opened hot lines, support groups and shelters.

And we saw change. Consciousness was raised. Slighting remarks about victims — and women as victims — were condemned. A New York weatherman was fired, and a Wisconsin judge impeached as a result of public outrage over their comments about rape victims. Agencies responded with specialized training, with policy changes, with victim service units and, most important,

The violence of our culture  
penetrates our families  
and our streets



BILL BEDGOOD

with changes in the law. Those of us who had known the old days rejoiced — and took hope.

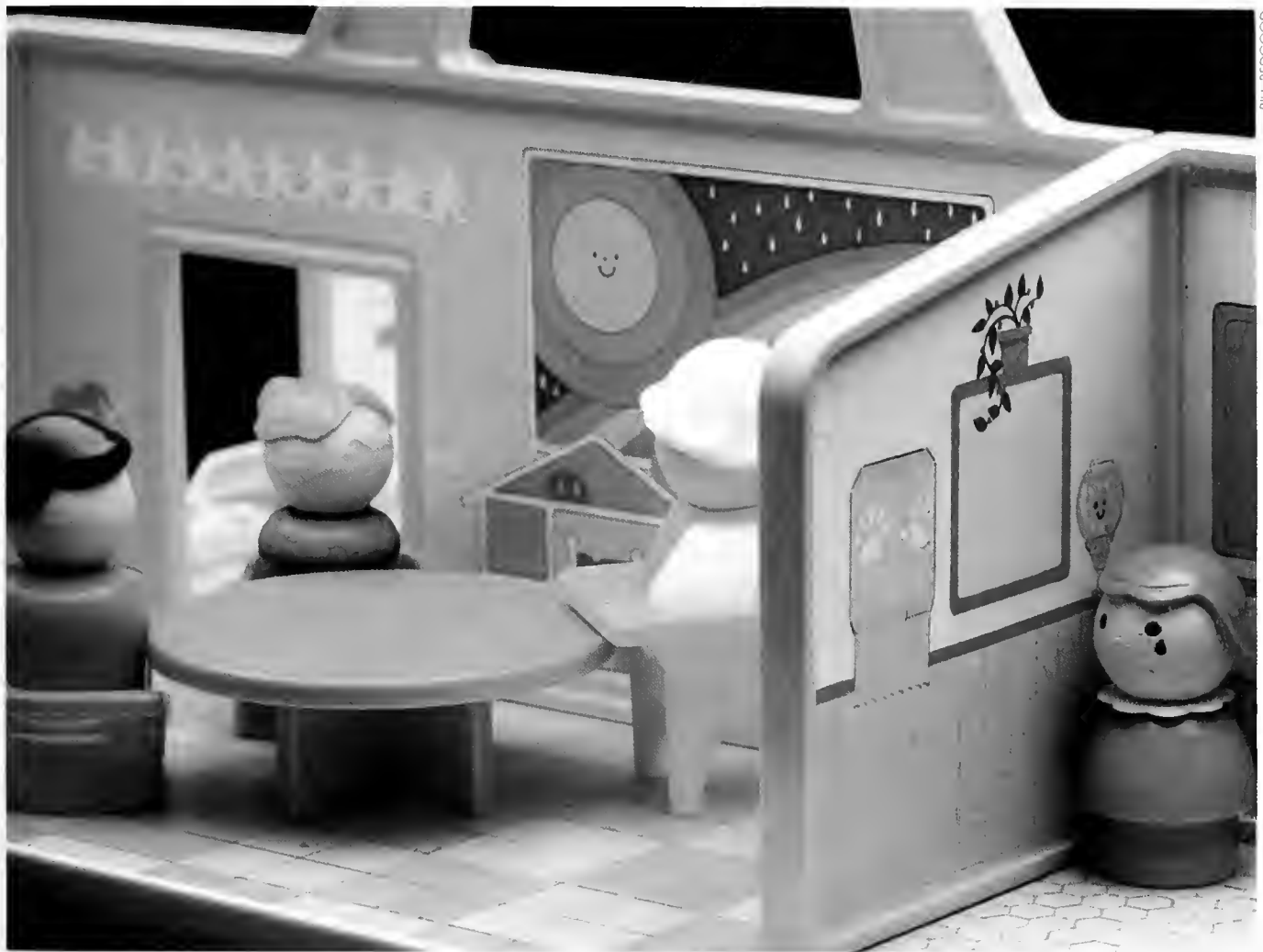
Then slowly we realized that, although things were better, there was still much to do. The problems — and their solutions — were much more complex than we originally believed. Although we have continued to believe strongly and passionately that no one *deserves* to be a victim of violence, we found that all too often victimization is not random. Some individuals are more likely than others to be targeted. Indeed, systems within certain families and within the larger culture encourage violence.

In this context we need to remember that as a culture we remain fascinated with violence — from Shakespeare's tragedies and Sylvester

by Katherine White Ellison '62

## In a Violent World

*After her graduation from Agnes Scott, Katherine White Ellison received a Ph.D. in social/personality psychology from the City University of New York. Dr. Ellison is a national consultant to attorneys and police departments in cases involving sex crimes, eyewitness identification and sexual harassment. "Living Gently in a Violent World" is excerpted from her address at the Violence Against Women Symposium held this past spring at Agnes Scott.*



BILL BEDGOOD

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Abuse can be emotional as well as physical,  
neither sex has a monopoly on this  
type of abuse. And often in the next  
generation, the abused becomes the abuser.

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Stallone, to terrorism and “we’ll show them” retaliatory bombings with little real military impact. We see violence as a quick-fix solution and we increase our military budget at the expense of human services. We applaud leaders who advocate such tactics. In policing, we spend more time teaching *how* to shoot than *when* to shoot or how to minimize the chances that a situation might escalate to the point that shooting would become an option.

Those of us who continue to deplore violence came to realize more clearly its complex, interactional nature. We saw women who wanted the advantages of liberation, but were reluctant to accept its responsibilities. We found that some of the people whom we had tried so hard to help resisted our best efforts. Women returned to battering husbands, found new batterers or men who abused their children. Sexually abused children turned to the exploitative sexuality of prostitution, and physically abused children themselves became abusers. People used us against family and friends. Some even lied to us about abuse and rape.

We realized that abuse can be emotional as well as physical and that neither sex has a monopoly on this type of abuse. Emotional abuse

can be more devastating than physical abuse — especially when it is subtle.

We saw ordinary people going overboard because of their fears of rape and, particularly, of child abuse. Women were living their lives by a “rape schedule,” and teachers, youth advisers and child care workers became afraid to hug or even to touch their children for fear of misunderstandings or false accusation.

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**The reason oppression  
works so well  
is that it gets  
so much help from the  
oppressed.**

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We saw the more subtle signs of the abuse and degradation of women in sexual harassment, in advertising and in popular culture. We discovered that some women approved of these practices. Indeed, I often think that the reason oppression works so well is that it gets so much help from the oppressed. Thus we saw young women responding positively to advertisements that show women in chains and dancing to songs that celebrate abuse. Research told us that women may be just as likely to blame victims of rape and battering

as men; my own research indicates they are *more* likely to do so.

Even those who cared most sometimes slipped into the trap of patronizing women — especially women who have been victimized — by somehow suggesting that society should expect less of them because of their special status. This trap allowed these women to escape responsibility for assuming control of their own lives, and may have allowed them to turn counseling sessions into “one great hour of whining.”

Then public interest waned. New “hot” topics came along.

We ourselves became emotionally battered. As we worked with the problems of violence, the complexity of this issue became increasingly apparent. We became aware of our own limitations. We saw that many of our agencies gave lip service, but too little support — both financial and emotional. We found out that we were fighting among ourselves for scarce resources. We burned out and we despaired.

A problem, I think, comes from equating gentle with meek, or in the current idiom, wimp. To avoid this, I would like to revert to an older, less common usage, better expressed by the synonym “genteel,” which means honorable. With this usage, the term





BILL BEDGOOD

"gentle" may be applied to both men and women without stigma. We need to remember that many men are appalled by violence between the sexes or generations and that because we are caught in the same systems, such violence hurts us all.

Now the charge:

Much has been done. Many of the people present at this symposium have been in the vanguard. Some of you in the audience would have had much to teach those of us who have been speakers.

Much remains to be done. The task ahead will be difficult. It will require subtle, sophisticated strategies. In addition to the flamboyant politics of confrontation, we will need the complexities of conflict management.

Let me speak now to those of you who toil in these vineyards. Let me speak to you about yourselves. As I worked with victims, I realized that the same reactions I had been seeing in them, I was seeing in those to whom they turned in their crises.

This leads to the subject of burnout. It is true that some people never burn out. *They were never on fire to begin with.* Burnout is most common among those who initially cared, perhaps too much.

However, burnout is not inevita-

ble. In the extraordinarily stressful work that you do, your needs are the same as those of the people with whom you work. They are the sense of meaning or purpose to what we do — the support, the ability to predict, to know what to expect, the perception of control over our lives.

Stress management also involves changing the way we think about ourselves and about the world. Often *it is mind over matter.* If you don't mind, it doesn't matter. Human service workers need to suppress inappropriate rescue fantasies and, indeed, to remember that God's job is taken. They need to be able to laugh.

Care for yourself. You make a differ-

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**It is true that  
some people never burn out.  
They were never  
on fire to begin with.**

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ence. Remember that although abuse is never good, many people who suffer terrible trauma go on to be strong, vital, productive and happy. Often it is the support of others to whom they turn in crisis that gives them the push to survive and to thrive.

To those of you who have never had direct contact with problems of

abuse such as those described today, I hope you will never have personal need for this knowledge. If it is not so, remember that crisis, such as that caused by abuse, has the potential for opportunity as well as danger. Realize also that you too can help — particularly in resisting subtle violations and oppressions. Laws and attitudes have been changed because ordinary people like you cared, and expressed your caring in action.

Even though we sometimes feel overwhelmed and wonder about the value of our puny efforts, we all must continue to do what we can. We cannot wait for others to change attitudes or, on a more grandiose scale, for society to change. We cannot ignore the plight of victims now. As one of my police mentors says, "You can only bloom where you are planted."

Finally, the benediction:

*Go forth into the world in peace. Be of good courage.*

*Hold fast that which is good. Render to no one evil for evil.*

*Strengthen the faint-hearted, support the weak, help the afflicted, honor all people.*

*Go forth gently, honorably.*  
You have made a difference, you can make a difference. ♦

## WALKING

Continued from Page 23

In regard to getting arrested, Frances Pauley '27 says, "I'm chicken in that way, but I've always admired those who didn't mind going to jail." Pauley, 80 now, tells of a young friend who was recently arrested at the state capitol for protesting capital punishment. "That girl is the kind who would take a roach outside instead of killing it. She visits prisons regularly, and she just plain lives her beliefs. When I saw them lead her out of the courtroom in handcuffs, I wondered just what the world was coming to," says Pauley.

"You've got to have people who'll test the laws and get the bad ones changed," Pauley explained. But she recalls she also relied on the police. In the late '60s she witnessed many arrests during civil rights actions in Georgia when she served the Student Nonviolent Coordinating Committee as an observer, a person who watched and telephoned the police if protestors were threatened.

Pauley recalls being in Savannah during protests focused on opening hotels and restaurants to blacks. For example, demonstrators would block the doorway of a cafeteria until police carried them away. She remembers standing at night on a street corner packed with whites, overhearing talk "bursting with hatred and bitterness." She used to try to convey the intensity of these feelings to the black leadership and her friends, begging them to "please be careful."

Today Pauley works for the poor as she has done for years at Emmaus House. She educates and lobbies the Georgia Legislature through an organization called Georgia Poverty Rights. People don't understand, plus they just "don't like poor people," Pauley insists. She recalls years back when black kids in Scottdale, Ga., had only contaminated water to drink, and she and others



worked hard, though with little success, to get the county to run a water line to the community. "There was a feeling that the water there was already good enough for black kids," Pauley says, then adds, "It takes laws to change things. Still today, though, there are people in the school system who want to keep the races separate."

"Must the citizen ever for a moment, or in the least degree, resign his conscience to the legislator?" asked Thoreau in his famous lecture, "Civil Disobedience." Pulling from

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**All of us were  
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the same Thoreau text I had studied in English class at Agnes Scott, complete with scribbled notes in the margin, I read, "Even voting for the right is doing nothing for it. It is only expressing to men feebly your desire that it should prevail. . . . Cast your whole vote," Thoreau wrote, "not a strip of paper merely, but your whole influence. A minority is power-

less while it conforms to the majority; it is not even a minority then; but it is irresistible when it clogs by its own weight."

The day after the St. Mary's protest, my husband, our 2-year-old daughter and I went to nearby Cumberland Island. Never having been there, I did not know trees could grow so huge and their branches become such canopies of thick vines. On the beach, my daughter laughed and played. She tried to hold down her shadow with her hands and step away from it.

Returning to the mainland on the ferry that evening, I looked back toward Cumberland and wondered what all the dredging for the submarine base would do to this island. I looked down into the water below us, knowing that already nuclear submarines docked at Kings Bay. They could be moving silently beneath us even now. I wondered what was going to happen to us all.

When the ferry reached the shore, all the passengers crowded down to the back deck of the boat to get off. But before the ferry was lined up at the dock, the motor next to us gave a final sputter, its dust and smoke surrounding us. The smell was sickening. I covered my daughter's face and tried to hold my breath until it was gone, but I couldn't. I stood there in the darkened air with all the others, with no way out.

To me, nonviolent civil disobedience is a respectable act of desperation. It is saying no loud enough to a society that sometimes doesn't hear very well. Saying no so that people nearby can know other human beings stand with them, even when they cannot see each other. ♦

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*Winona Kirby Ramsaur lives with her husband, Ralph, and daughter Jessica in Decatur, Ga.*



The last weekend before classes began, workers were putting the finishing touches on the buildings.

## Restored residence halls welcome students back to campus

A campus Labor Day gala marked the public reopening of Agnes Scott and Rebekah Scott Halls.

They date back to the College's earliest days. Agnes Scott Hall once housed all classrooms, administrative/faculty offices and dorm space for the College. Rebekah Scott Hall came some 15 years later. After a yearlong renovation, these two residences are again open to students and ready to serve the College's second century.

Taking advantage of smaller class sizes, the College condensed the original two-year project into one. "We saw a chance to close both halls, do them at the same time, and save about \$300,000," said Gerald O. Whittington, vice president for business and finance.

Among the most sought-after residence halls on campus, competition was particularly fierce to move into Agnes Scott and Rebekah this year, according to Associate Dean of Students Mollie Merrick

'57. "Every bed will be taken," she noted. "We decided that we will not use double rooms as singles in these buildings, because they are so popular," she explained. "If someone wants a single, and none are available, then they'll either have to move to another dorm or find a roommate to share a double."

Agnes Scott Hall has 20 singles and Rebekah 17. The rest of the 168 rooms are doubles, triples and quads. Although the Administration has previously limited Inman, Agnes Scott and Rebekah Halls to upperclasswomen, first-year students live in Main this year as well. Gué Hudson, dean of students, said they decided to include freshmen because "upperclasswomen can carry on tradition the best. They can teach freshmen what Agnes Scott is all about."

"There have been a lot of changes and a lot of moving," continued Dean Hudson. "I think the developmental stages of 18 to 22-year-olds

need stability. They have been in motion. But I think the students have handled it well."

Both residence halls boast new beds, refinished floors and oak chests in each room. As with the Inman Hall renovation, alumnae donated much of the furniture in the dorm's public spaces. Frances Steele Garrett '36 worked with an alumnae committee and Jova Daniels Busby Architects to secure and restore the furniture.

Administrative offices will occupy the lower floors of both halls along with parlors and meeting and conference rooms. The offices of the president, dean of students, financial aid, career planning and health services moved to Main in August. Admissions, the College chaplain and the director of student activities relocated to Rebekah.

Walters Hall is next on the renovation list. It will close for repairs to the heating system and other minor improvements.

## Track completes first phase of PE project

When students arrive on campus this month a new track and field will be waiting. The track will be the first in the College's history, and the first phase of the new physical education center project. The new field will alternate with the overburdened playing field behind the library.

"Students are expecting facilities at least as good as those they grew up with," said the College's vice president for business and finance, Gerald O. Whittington. The 400-meter track has six lanes surrounding a natural-grass field. The project took nearly a year to complete at cost of about \$940,000.

Designed by Robert & Company architects, the field has a state-of-the-art drainage and irrigation system, said Whittington. Inadequate drainage makes most fields muddy and virtually unusable after a heavy rainfall. The new field has a 2-inch layer of topsoil over a layer of sand. When it rains, water percolates through the top layer, flushes through the sand and is caught in an underground collection source.

Although its design boasts the newest in technology, the new track and field lacks lighting. Nighttime illumination would interfere with the telescopes at Bradley Observatory.



LYNN DONHAM

## Windows, arch and other Hub treasures will reappear in student center

This summer, the College community said goodbye to an "old friend." During July demolition crews carefully dismantled the Murphy Candler Building, affectionately known as "the Hub." Though much loved, through the years the building had become a safety hazard, according to Gerald O. Whittington, vice president for business and finance. "It would fall down of its own accord if we didn't take it down," he said. The administration barred students from the second floor for some time, and the Department of Public Safety moved from the basement because of chronic flooding and foundation problems.

The Hub will be gone, but not forgotten. Certain architectural features preserved during the demolition will find a home in the new campus center. The crew saved the leaded-glass windows, the arch over the front doors, some interior light fixtures and the capstone, or piece of masonry bearing the words



"AD 1910," before beginning their task. In addition the contractor saved about 2,000 bricks to use as gifts for College donors, noted Mary Leslie Scott, director of the annual fund.

College master plans called for the Hub's removal as early as 1940, but the College could not afford to do so until now. If everything goes according to schedule, the old gymnasium will become a student center by next year. Whittington and Dean of

Students Gué Hudson '68 announced tentative arrangements for the coming year. They hope to convert the Terrace Dining Hall into a temporary student lounge and television room, while the lower level of Walters Hall would serve as a game room.

The Hub was the College's original library. Its collection soon outgrew the space and the building became a student center in 1936, when McCain Library was built.

The College plans to land-

scape the site on which the building stood. Landscape architect Edward L. Daugherty will go to work as soon as the dust settles. The College wants to shore up the rest of the campus as well, since many of its trees are either dying or nearing the end of their life span.

Most of the trees on the front campus lining East College Ave. are "volunteers" — they just took root and grew. Mostly oak trees, they have a life expectancy of about a century. In addition, an arborist confirmed that Dutch elm disease is killing the elms lining South McDonough Street. This condition is methodically destroying the nation's elm population.

"We have to start a tree replacement program so the College will always have those high canopy trees," said Whittington. "We're trying to make sure it's the most beautiful campus possible by the centennial, and that it will survive another 100 years."

## Foundation earmarks \$255,000 for Global Awareness

Agnes Scott's Global Awareness Program has received a \$255,000 grant from the Jessie Ball duPont Religious, Charitable and Educational Fund. The two-year grant will provide student scholarships and development costs for foreign study under the Global Awareness Program.

Said Dr. John Studstill, program director, "This grant is extremely important, not only to assure the continuance of our program for the next two or three years, but also to assure the possibility

of a very high level of participation and quality by making study available to all our students." He added that one of the program's original objectives was to enable every student to participate, regardless of economic status.

Although funds will not officially be available until next spring, planning is already underway for five new programs, to be offered next summer and during Christmas break in 1987. Possibilities include study and travel in Ecuador and the Galapagos Islands, Taiwan, Greece, England and Burkina Faso.

The latter is the home of Decatur's sister-cities.

"We want to bring Agnes Scott and its students, faculty and staff into closer communication and cooperation with as much of our world as possible," Studstill explained. "We want the program to enhance the quality of education at the College and contribute to greater mutual understanding and harmony between all the people and cultures of the global community." The program, he hopes, will also bring more international students to Agnes Scott for study.

## Tell us about Outstanding alumnae

The 1986 Agnes Scott Awards Committee is accepting nominations of alumnae until Nov. 30 for Service to the College, Service to the Community, and Distinguished Career. Letters of recommendation should specify the award for which the alumna is nominated, as well as why she has been selected. Mail recommendations to Awards Committee, Alumnae Office, Agnes Scott College, Decatur, GA 30030.

Dorothy Quillian Reeves '49  
Awards Chair



## A Big Apple Holiday

Join the Agnes Scott Alumnae Association Dec. 26-30, 1986, for a holiday gift of art and theater in New York. A highlight of the trip will be the van Gogh in St. Remy and Auvers Exhibition at the Metropolitan Museum of Art. Other special activities include:

- ☐ the Whitney Museum and John Singer Sargent retrospective
- ☐ two evenings of theater
- ☐ architectural tour of lower Manhattan
- ☐ lecture tours of special private and corporate collections
- ☐ SoHo tour led by an art expert
- ☐ "Backstage at the Opera" tour of Lincoln Center
- ☐ opportunities to meet artists and performers at receptions arranged just for us.

This four night and five day trip includes excellent accommodations in the heart of the theatre district. The cost is approximately \$700 *exclusive* of airfare and based on 15 or more participants.

For a brochure and further information write the Alumnae Office, Agnes Scott College, Decatur, GA 30030 or call 404/371-6323.



# The Arts

## September 23 ORGAN RECITAL

Calvert Johnson, *Agnes Scott Associate Professor of Music*  
8:15 p.m., Presser Hall/Free

## October 5 - November 2 INVITATIONAL ART EXHIBIT

Dana Fine Arts Building/Free  
(Gallery hours are Monday through Friday, 9 a.m. to 9 p.m., and Saturday and Sunday, 1 to 5 p.m.)

## October 14 KIRK CONCERT SERIES

John Browning, *pianist*  
8:15 p.m., Presser Hall  
\$9 general admission; \$6 students

## October 23, 24, 25, 30, 31 AGNES SCOTT BLACKFRIARS' FALL THEATRE PRODUCTION

"Crimes of the Heart"  
8:15 p.m., Dana Fine Arts Building  
\$4, general admission; \$3, students  
(For ticket information, call 371-6248)

## November 1 AGNES SCOTT BLACKFRIARS' FALL THEATRE PRODUCTION

"Crimes of the Heart"  
8:15 p.m., Dana Fine Arts Building  
\$4, general admission; \$3, students  
(For ticket information, call 371-6248)

## November 9 - December 12 INVITATIONAL ART EXHIBIT

Dana Fine Arts Building/Free  
(Gallery hours are Monday through Friday, 9 a.m. to 9 p.m., and Saturday and Sunday, 1 to 5 p.m.)

## November 20 THE JOFFREY II DANCERS

8:15 p.m., Presser Hall  
\$9, general admission; \$6, students

## November 23 AGNES SCOTT COLLEGE COMMUNITY ORCHESTRA CONCERT

Marc Burcham, *conductor*  
6 p.m., Presser Hall/Free

## December 2 KIRK CONCERT SERIES

The Swingle Singers  
8:15 p.m., Presser Hall  
\$9, general admission; \$6, students

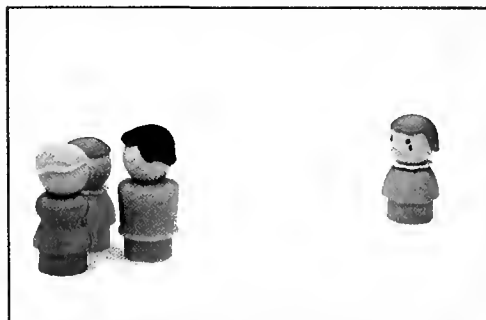
## December 7 AGNES SCOTT GLEE CLUB CONCERT

7:30 p.m., Presser Hall/Free

Agnes Scott College  
Decatur, Georgia 30030

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Page 24.



Keeping violence from overwhelming us.

# AGNES SCOTT

ALUMNAE MAGAZINE WINTER 1966



*The Blessed Town*



# OUT THE WINDOW

As this year fades into another, those of us who publish the magazine and Main Events look back over the past year and into the new in an effort to assess our program. As 1986 ends, we're pleased to have finished six periodicals this year, making a full schedule. We hope you found their content informative and interesting. For 1987, we hope to continue to provide you with well-written and timely articles by and about alumnae. We are considering highlighting two topics in particular as they are experienced by our alumnae: vocation in its broadest sense and spirituality. We welcome your ideas about people with whom to talk, books by alumnae, or possible alumnae writers.

In view of the holidays, this issue we traveled back to Oxford, Ga., with alumna author, Polly Stone Buck '24, whose childhood covers the early years of Emory College. The College is also celebrating the reopening of the newly reburbished Agnes and Rebekah Scott Halls — both photographed beautifully for these pages. Two highly successful programs on campus, Return to College and Global Awareness, are spotlighted as well. In the center you'll find a special insert sharing with you the College's good news in development.

Unlike people — who either have it or don't — all newspapers and magazines have their own "style." Usually invisible, a publication's style is the set of rules that helps its copy editor navigate through the endless options and contradictions of the English language and still remain consistent.



Our current dilemma is honorifics: Mrs., Miss, Mr., Dr., and that person-come-lately, Ms. On June 19, 1986, The New York Times welcomed Ms. to the Times news section to be used whenever a woman preferred it, regardless of her marital status.

The Agnes Scott Alumnae Magazine uses Associated Press style, which calls for use of a person's last name on second reference. But as longtime Agnes Scott Professor of Biology Josephine Bridgman '27 graciously points out in her letter to the editor, most alumnae are known to classmates by their original names. In the beginning of articles, we intend that an alumna be referred to by her full name. But on second reference, the going gets tough.

Would Susan Marie Smith who married John Jones be Smith or Jones? Some women are offended when called only by their last name, but newspapers have done that to men for years. Writing about an 80-year-old woman as Susan may seem overly familiar and disrespectful. Ms. Smith? Mrs. Jones? Or perhaps she hyphenates? As for unmarried women: are they Miss or Ms? Many women feel that their marital status should not be part of their name. Others believe that is important information about them. Should one style be used in our feature articles and news sections and another, more familiar style be used in Class News?

Please help us with this new year's "resolution." This magazine is for you. We would like to know your preference. If The New York Times can change its policy in what columnist William Safire called "a triumph of reason," we're certainly open to suggestions. — **Lynn Donham**

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**Editor:** Lynn Donham, **Managing Editor:** Stacey Noiles, **Editorial Assistants:** Carolyn Wynens, Ann Bennett, **Student Assistants:** Chelle Cannon '90, Jill Jordan '89, Ginger Patton '89, Shari Ramcharan '89, Lisa Terry '90, **Editorial Advisory Board:** Dr. Ayse Ilgaz Carden '66, Laura Whitner Dorsey '35, Susan Ketchin Edgerton '70, Sandra Gluck, Mary Kay Jarboe '68, Tish Young McCutchen '73, Mildred Love Petty '61, Lucia Howard Sizemore '65, Elizabeth Stevenson '41

Copyright 1986, Agnes Scott College. Published three times a year by the Office of Publications of Agnes Scott College, Buttrick Hall, College Avenue, Decatur, GA 30030, 404/371-6315. The magazine is published for alumnae and friends of the College. Postmaster: Send address changes to Office of Development and Public Affairs, Agnes Scott College, Decatur, GA 30030.

Like other content of the magazine, this article reflects the opinion of the writer and not the viewpoint of the College, its trustees or administration.

Kudos! You've done it! My fall magazine arrived tonight, and I've read it cover to cover. This is exactly what I've been craving — carefully written, in-depth articles on topics by our own [alumnae]. At last we've found our future in questions asked and articles of this caliber. Fantastic! Keep it up and many thanks.

*Judy Roach '67  
Indiatlantic, Fla.*

Just a note to say how much I enjoyed the fall '86 issue of Agnes Scott Alumnae Magazine. It was among my reading material (catch up work) on my way to Panama and helped (enjoyably) pass the time in the scenic Miami airport! The main articles on Page 8, Page 13, and Page 16 were good and especially Page 8 and Page 16 gave me food for thought.

*Beth Barclay DeWall '76  
Cincinnati, Ohio*

Congratulations on the Agnes Scott magazine and its national awards. I have especially enjoyed the fall issue which brought news of several friends, young and old.

May I mention what I think is a minor fault? In your report on Guill, the writer failed to mention her as Lou Frank '69. Since the alumnae magazine is for the alumnae, I think helping the readers to recognize their friends is desirable. Lou Frank was quite a gal on campus, and also has friends and relatives in Decatur. Incidentally, she was a biology major whom I knew and very much enjoyed.

With every good wish for continued success,

*Josephine Bridgman '27  
Decatur, Ga.*

I want you folks to know how much I like the publications. This issue of the Agnes Scott Alumnae Magazine (Fall) was especially attractive and interesting. Congratulations on your CASE awards — what a special reward for hard work this is!

*Francis Holtsclaw Berry '57  
Pompano Beach, Fla.*

Agnes Scott  
Alumnae Magazine

## AGNES SCOTT

Winter 1986  
Volume 64 Number 3

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### The Blessed Town

An alumna recounts her childhood in the small town of Oxford where Emory University has its roots. *By Polly Stone Buck*

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### On Your Mark, Get Set, Go Back to College

Return to College students are the type of women who have always distinguished Agnes Scott. *By Linda Florence*

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### Jewels in the Crown

Like Inman, Agnes and Rebekah Scott Halls are sparkling like new. *By Stacey Noiles*

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### Discover India, Discover Yourself

Twelve students went to India and found a land of fascinating and stark contrast. Some also found a part of themselves. *By Lynn Donham*

### Special Section

The President's Report 1985–1986  
A record year.

## Gilreath finds her niche at 6 and 11



At 23, Julie Gilreath may be the youngest news anchor at an NBC affiliate.

Every weeknight at 6 and 11 p.m., Julie Gilreath '85 visits thousands of middle-Georgia residents in their living rooms — as the evening anchorperson for WMGT-TV, the NBC affiliate in Macon. At 23, Gilreath may be the youngest NBC-TV-affiliated

evening news anchor in the business.

Gilreath started working as a general assignment reporter for the Macon station exactly eight days after her graduation from Agnes Scott. "I said I wasn't going to graduate without having a job," she recalls. "So I targeted dif-

ferent cities — Chattanooga, Augusta, Columbus, Macon — and went there for interviews." The Macon station asked her to start as soon as possible.

A Cartersville, Ga., native, Gilreath had gotten "hooked" on television after spending her sophomore summer working on

the air at the small cable television station in her hometown. From that point on, she augmented her classroom work as an English major with a series of carefully chosen, semester-long internships in broadcasting. During her junior and senior years at Agnes Scott, she held internships or paid part-time positions at WATL-TV (Channel 36), WAGA-TV (Channel 5), and at the Atlanta-based Cable News Network.

On the job in Macon, then, Gilreath found herself well-prepared, though a bit surprised at just how quickly her experience was put to the test. "I was sent on an assignment the very first day!" she says, laughing. "I was thrown in and I learned by doing — that's the only way to do it in television."

A general assignment reporter for a small station, she found, is much like a one-woman band: not only did Gilreath research and write her stories, complete with on-camera interviews, but she usually shot all the footage. For interviews, her subjects held the microphone while she operated the camera; for her own on-camera appearances, she set the camera on a tripod and ran around in front. "It teaches you to budget your time wisely," Gilreath observes, "and also, to exercise your creativity and ingenuity." Limited resources notwithstanding, among the stories she presented were a

PAUL O'BREYON

four-part series, "Victims for Life," on sexual assault; a series on Georgia's Quality Basic Education (QBE) program; and pieces on Alzheimer's disease and abuse of the elderly.

After six months of reporting, Gilreath was offered the evening news anchor slot. She now appears nightly on the 6 and 11 o'clock newscasts with a male co-anchor. In addition, she produces the 11 o'clock show, a job which entails making assignments to the station's three reporters, writing and rewriting news stories, editing videotape, timing the newscast, and other details of getting the newscast on the air.

Gilreath believes her liberal arts degree is just as valuable — if not more valuable — in her journalistic career than a more specific major such as communications or broadcasting. "You can go further with a liberal arts degree," she says. "You have a better view of things going on around you." That broader understanding of the world, she says, is an attribute that television news directors are quick to recognize. The specific technical skills of broadcasting can be readily acquired on the set; but a broad-based, analytically-oriented education in the liberal arts is appreciated, even in the hectic world of television, as a far more rare commodity. — **Faye Goolrick**

## Winter becomes highest-ranking woman at Bell Research

Patricia Winter '71X, daughter of Eva Ann Pirkle Winter '40, has been named general attorney at Bell Communications Research, Inc., in Livingston, N.J. She is the second woman to hold this vice-presidency and is the highest-ranking female in the company.

Born in Atlanta and raised in Lincoln, Neb., Winter began a major in French at Agnes Scott and continued at the University of Nebraska in Lincoln. She graduated Phi Beta Kappa and with high distinction in 1971. In 1975, she earned a J.D. degree from the College of Law at UN-L, again with high distinction, and was named to the Order of the Coif, the national honor society for legal students.

"Law school," Winter says, "was the most exciting overall classroom experience I'd had since Agnes Scott." Her ties to the College run deep. "I feel that I grew up there," she said. "In summer, when we visited Atlanta, my mother always took me to visit the campus, to see Carrie Scandrett, and the professors my mother knew." While an Agnes Scott student, Winter formed close friendships with "a group of five, especially, from the second floor of Inman," she says.

After law school, Winter joined an Omaha law firm. Within five years she was promoted to partner. In January 1982, she moved



Patricia Winter

to the legal department of Northwestern Bell, where she was responsible for employee benefits, labor and some personnel areas. During the AT&T divestiture of 1982-83, she was on the team which represented US West, one of the newly formed regional companies, in the extensive and complex negotiations of pension plans and other employee benefits. Fifty billion dollars of wage earners' benefits were under scrutiny. Winter recalls in particular one staggering weekend then — "appropriately, it was Labor Day weekend," she laughs — and she remembers reviewing more than 5,000 pages of documents.

Winter's position places her with the only firm in the network of AT&T offshoots jointly owned by all the telephone operating companies. Bell Communications Research provides development and engineering support to all its owner

companies. Winter manages areas of personnel, labor benefits and tax law. Three attorneys, a paralegal and the legal department manager report to her. She enjoys the work, she says. "It is an intellectual puzzle. I like taking the legal aspect and integrating it with reality." Though she has previous management experience, this is the first position where her management and people skills are being developed. "Management is both the most satisfying and the most challenging part of this position for me," she said, "because you have to manage people as individuals. You can learn management concepts and styles, but you have to find out how they work, and think and interact with each other. You have to learn a lot about people as individuals."

Winter attributes her career success to a combination of "hard work, good fortune and confidence." Her achievements are nothing new in the Winter family. Both of her parents were professors at UN-L, and her mother's many accomplishments in mathematics and engineering were featured in a 1979 issue of the *Agnes Scott Alumnae Quarterly*. Winter lives in New Providence, N.J., with husband Dennis Holsapple, also an attorney, and their cat Titania. — **Jane Zanca '83**

## Isaacson's of Atlanta is smart and chic, much like owner Louise Bernard

Isaacson's is one of the most exclusive specialty stores in Atlanta. That it is also considered one of the most accessible and friendly is a tribute to its owner and president, Louise Isaacson Bernard '46, who is also a trustee of Agnes Scott College.

She walks with a long stride and swinging arms, probably much as she did on campus 40-plus years ago. As she runs her fingers through a shock of brown hair that by most standards would appear to be fashionably coiffed, she allows that it is in need of a trim. A chic green outfit shows her fashion sense; a warm and open smile, her friendly nature.

A few minutes in her small, cluttered office demonstrates that despite the high veneer of glamour on the sales floor, this is a hard and demanding business.

Isaacson's began as a fur store in downtown Atlanta, in the lobby of the old Henry Grady Hotel, where the Peachtree Plaza Hotel now stands. Her father took her to New York on her first buying trip when she was 16, a high school graduation gift. "I remember bragging that Atlanta's population was a quarter million," she laughs. "At that time, New York's was 12 million."

Later, at her suggestion, Isaacson's began carrying a small selection of sportswear.

"Our first attempts at sportswear were very moder-



ate in price," Bernard notes. "That was not our forte, but we could see a need, at least I could, and we went into better sportswear. But it has become better and better and better and better," she smiles.

"At that time, the various manufacturers granted exclusive rights. There were a lot of other stores in town like Rich's and J. P. Allen's. They offered the manufacturers exclusive rights to sell certain lines, so a lot of manufacturers didn't want us to buy their lines. But we gradually made our own little niche."

Bernard grew up in Druid Hills, sandwiched between a brother and older sister (Ramona Isaacson Freedman '45X). "I have certainly seen changes in Atlanta," she says. "I think my graduating class from Druid Hills was 60-odd students. That was considered a fine-sized class!" She attended Agnes Scott as a day student.

She was a sociology and business major, although at the time she did not have Isaacson's in mind as a career. That was coinci-

dence, she says. "I was just more interested in business than I was in anything else, and I ended up minor-ing in English because I loved the English courses that I took. I can only tell you that I knew languages and fine arts were out. I did what I was best at."

Bernard graduated from Agnes Scott immediately following World War II, when women were leaving the workforce to make room for returning veterans. She chose, with the support of husband Maurice Bernard, to work full time in the family business.

"My family needed my help with the store, relied on it. We both agreed that this was what I would do. It was never discussed. My family has been very supportive, both my husband and my children. They never once said, 'Oh, you ought not to do that.' " The Bernards have two children.

Bernard has been a trustee since 1978. She believes very strongly in the future of women's colleges. "There is a need for a college for

women. I got many of my feelings of being able to cope in this world from having gone [to Agnes Scott] because I was never put down for being a woman there.

"But I have felt that so much of the denigration of women in this country has come from women who did not have the benefit of an ASC education," she continues. "Very few of our graduates come in here to shop and say, 'Well, I have to show it to my husband, because, after all, it's his money.' They never say it's his money, because they know it's *their* money."

After 8 years, Bernard is still enthusiastic about being a member of the board of trustees. "We have fantastic people on our board," she says. "I have been so pleased with the women trustees that I have met, older and younger, and am so impressed with the brain power of Harriet King, Susan Phillips, and the reasoning ability of Betty Cameron and Dot Addison.

"These are people that I probably wouldn't have known otherwise, because we are different age groups.

"I'm just totally impressed with the caliber of our mostly alumnae trustees and the men who are on the board.

"The impact of ASC graduates is very quiet," Bernard notes. "But we're out there in more numbers than people realize."

— Stacey Noiles

## Sarah Campbell quietly blazes trails with a pioneering form of therapy

When Sarah Campbell '81 was 7 she wrote a composition titled, "I Want To Be A Child Psychiatrist." Later, in her junior year of high school, she discovered dance. Today Campbell combines the structure of psychiatric therapy with the freedom of movement in a career field that is so new, it is still defining itself.

Campbell first watched dance therapy — "psychotherapy using movement, instead of words" — when she attended a Unified Arts Conference with Agnes Scott Associate Professor of Physical Education Marilyn Darling. "I was fascinated, but I was also scared," she recalls. "It was the first genuinely free movement I had ever seen. I wanted only to watch, because knowing the power of movement, I didn't want to expose my-

self, to be that readable."

In the summer of 1980, Campbell used a Studies in Progress Award from the College's Studio Dance Theater to attend a three-week course with dance therapist Arlene Stark. Later, after earning a degree in biology at ASC, and a two-year, well-traveled stint as a pharmaceuticals representative, she met Stark again, as director of the graduate program in which Campbell earned her master's degree in dance movement therapy.

Now working at Charter Peachford Hospital in Atlanta, she holds 45-minute sessions with small groups of severely disturbed teenagers. Ironically, she completed an internship on the adolescent unit at Charter Peachford during her junior year and she recalls "hating" it. "Although, in retrospect," she says, "it was probably because the patients and I

were so close in age."

The program at Charter Peachford relies on structure rather than medication, and Sarah continues themes in the therapy program. Yet the group sessions must be spontaneous, and responsive to the momentary mental and emotional state of the individuals. "Pre-planned sessions flop," she says. Most of the patients in the dance therapy program have demonstrated behavior disorders, major depression, or adjustment reaction. Some have been so sheltered that they were prevented from maturing; others have been forced to grow up long before they were ready, have become streetwise, and may have had to physically defend their lives.

"Some are so depressed, they can't move at all in a session," Campbell says. She uses ribbons, balls, masks, hand puppets and other props to draw re-

sponse. Once a week, the patients plan a session and choose music to be used — "from the supply we have," the therapist says. "I have to screen words very carefully. We have no hard rock or video music." Contrary to the belief that teenagers listen only to the music, and not to the words, Campbell warns, "The kids usually know all the words to all the songs." The impact of most negative music, she points out, is seen in the several patients who were hospitalized because of a suicide attempt, accomplished while playing one particular, darkly evocative song.

Campbell finds her work immensely rewarding. "The results are very visible," she says. She plans to continue growing with her chosen field, and is very interested in its potential for rehabilitation of head-injury and stroke victims.

— Jane A. Zanca '83



BILL MATHAN





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# The Blessed Town



ANNA E. BIRKNER

By Polly Stone Buck '24



Admittedly, Oxford was not a wildly exciting place, especially for students who came from sophisticated city homes, but to those of us who had seldom been beyond Covington, it seemed a buzzing community. Somehow, between education and religion, the days were filled. Although one of the students once wrote home, "After the leaves have fallen in the autumn, nothing moves here," there was always something going on.

Sundays were especially full, with three religious meetings at the church (and nothing short of being sick in bed was an excuse for not attending)—Sunday school, eleven o'clock preaching, and prayer meeting in the evening. Between these last two, students often sandwiched in a walk alone in the woods to practice aloud the coming week's assignments in oratory or debating, which were popular courses. Or they might have the Covington livery stable send over a rig to take a young lady buggy riding. There was one great objection to this: at some point before the ride was over, the horse was sure to relieve himself vigorously right in front of their four eyes—a very embarrassing moment for young people. So a young lady might often refuse an engagement for a ride, and prefer a long walk. (A plan to go somewhere in the company of the opposite sex was called an "engagement," never a "date." Dates were something like 1066 and 1492.)

On weekdays, daylight hours were taken up with classes, and for the students, with athletics as well. They had several tennis courts, unenclosed, but with backstops, and a rudely laid-out athletic field for football, circled by a running track. The small red brick gymnasium had traveling rings, a leather vaulting horse, space for marching, an area



for exercises with dumbbells or Indian clubs, and a marked-off basketball court. There was no swimming pool; this was before the days when everyone learned to swim as a matter of course.

The faculty kept fit not by doing anything very strenuous, but by walking to classes, Sunday afternoon country rambles, and exercising a few minutes on rising every morning at the open window with a pair of wooden dumbbells. Faculty wives felt they were getting plenty of exercise when they walked around in their yards, cutting flowers for the vases, or—after the yardman had hitched up—when they drove around in their buggies in the afternoons to pay calls, to shop in the Covington stores, or simply to "take the air." The main thing prescribed for good health was "getting out more"—breathing Oxford's pure, unpolluted air, and not any form of exertion when once outside. The children's little arms and legs began exercising and pumping fresh air into their lungs the minute they woke up in the morning.

All evenings were peaceful. With no streetlights, there was no inducement to stumble around in the dark. People took cover.

How *did* people fill the hours?

The "glorious business of educa-

tion" took care of most of them, for the evenings were given to study. Children did homework around the big lamp on the dining room table, and then joined Mama and Papa in the parlor for reading aloud. There was all of Dickens to go through, and if they finished him, Sir Walter Scott was waiting in the wings. They sang around the piano—hymns, serenades, folk songs; there was chess, and checkers, and as many as four could play a hot game of Parcheesi. They talked to each other; parents dealt out advice to their offspring.

College boys put on isinglass eyeshades and bent over their books on the little study tables in their bedrooms. Or they strolled, whistling, over to their club rooms for discussion of this or that with their fraternity brothers, to strum guitars or banjos, sing together, or play chess or checkers. A great deal of masculine whistling went on, especially by anyone walking or working alone. Each fraternity had its own shrill whistles, both a call and an answer, and the members used them constantly to signal each other; a piercing whistle would reach far on Oxford's quiet streets. At glee club concerts, after the words of several verses of a song had been sung, another would almost always be whistled through.

To pass a pleasant evening after the next day's assignments had been completed, the romantically minded often sat in porch swings with local young ladies, who prepared for the engagement by making a plate of fudge or divinity candy. If was a warm evening, the boy would draw up a bucketful of fresh cold water from the well, while the young lady rolled and squeezed lemons for a pitcher of lemonade. And sometimes, on Saturday nights, the whole town "cut loose" with affairs that

ANNA E. BIRKNER

were purely social, with no educational or religious strings tied to them. It might be a magic lantern show in the Old Church or the Alkahest Lyceum circuit show, which made an annual appearance with a fifty-cent admission program, and was worth every penny. There were no half dollars lying loose around our house, so we had to take other people's word for this. The write-up in the Covington paper said of one such evening: "The audience was kept practically in an uproar, either laughing at the humor, or on the point of tears at the pathetic. The program consisted of dialect readings, songs, a few pieces for the violin, and a collection of jokes hard to beat."

We were not dependent entirely on the space offered by the Old Church, for when sliding doors were pushed back into the walls and the whole downstairs "thrown together," many Oxford homes were large enough to take care of receptions and programs. Nor did we have to wait until out-of-town professional entertainers arrived to furnish amusements. We had talent of our own, and there was no charge to hear them.

Elocution was the great thing just then, with two schools of delivery, the Delsarte method and the Emerson method, and several of our young ladies had had correspondence courses in one or the other and were proficient in giving "readings" with gestures. So along with the never-absent piano selections an entertainment would also have a "reading." Sometimes the two would be combined: the words of a poem recited to piano chords at just about the same fashionable step-halt, step-halt tempo at which wedding attendants came down the aisle. Not every lady had the presence to be a good "reader," but all had been raised under the same rule of daily compulsory practice, and by dedicated

pounding during their growing-up years, every one of them was a more or less competent pianist. They were a great addition to the local cultural life, never evading a performance by "not having brought my music," for they all knew several things by heart, and were delighted to oblige, adjusting the piano stool to the correct height by a series of twirls, laying a little lace bordered handkerchief at the end of the keyboard, and then plunging into one of their pieces from a recent copy of *Etude*.

After the Meltons came to Emory from Johns Hopkins, things were much more lively. Professor Melton and his Baltimore family stirred things up considerably and brought a breath of city air and sophistication into our village life. Mrs. Melton was horrified to learn that the missionary society was the town's only women's organization, and she immediately started a "cultural group" called the K.K.K., after one she had belonged to in Baltimore. It meant Kil Kare Klub—no relation to the Ku Klux Klan. It met in rotation in the members' homes once a month, with a "paper" written with much agony by some member, followed by chicken salad and beaten biscuits and coffee, and then erudite discussion provoked by the paper's topic. The ladies adjudged sufficiently intellectual and socially qualified to belong to this group were definitely perked up by it all; the missionary society meetings came in a poor second.

Oxford ladies did not always have their eyes on culture and improvement. In the afternoons they were

sometimes frivolous enough for a few tables of Rook, with a prize for the highest score and a boob one for the lowest—something ridiculously funny that was supposed to salve the feelings of the afternoon's poorest player. Rook wasn't a very complicated card game, and little girls would play it too, but we preferred Flinch, while we sat crosslegged on the floor of the porch or the cool hall. "Spotted cards" was what we called regular playing cards, which were so wicked that they were never seen in Oxford. An Oxford lady once certainly proved her total ignorance of them by saying innocently, "Why, I wouldn't know an ace from a spade!" Liquor, dancing, and gambling were outlawed by the charter, sternly forbidden ever to cross the town line, and as we understood it, playing with "spotted cards" was what was meant by gambling.

Once one of these nefarious items was discovered caught in some leaves on the Palmer girls' playground. We gathered fearfully around to look at it from a safe distance. Emphatically we did not want to continue to pollute the place, yet none of us was daring enough to pick it up to dispose of it. (There might be blue jays around, who would report us to the Bad Man.) A bold soul finally got the fire tongs from the schoolhouse and with them carried it at arm's length and popped it in the stove. A sanctimonious little procession of girls who had followed to see the deserved fiery end breathed a sigh of relief that it was off our playground!

Having a college of several hundred young men meant that they quite often provided our entertainments. The Emory glee club gave concerts throughout the year, even rumbling off in a big two-horse wagon to perform in nearby country towns. (A far cry from days to come, when the glee club from Emory in Atlanta would travel by jet to European and South American capitals

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**To go somewhere in the  
company of the opposite  
sex was called an  
engagement, never a date.  
Dates were 1066 and 1492.**

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Continued on Page 12



ANNA E. BIRKNER

Before the Coca-Cola millions moved Emory University to Atlanta, Polly Stone Buck's family moved to the city in 1912, where she attended Atlanta Girls High School.

Her father's family helped to found Emory College at Oxford, where he was a faculty member. After his early death, her mother eked out a living as a seamstress and rented rooms to boarders in Oxford — the time Mrs. Buck recalls in *The Blessed Town*.

Polly Stone graduated from Agnes Scott in 1924. "Between sophomore and junior years our money gave out, so I had to leave school," she says. "I worked at the telephone company in Atlanta and ate brown-bag lunches for a year until the family got strong enough for me to come back and finish."

"This is why, although I am listed as '24, I really feel closer to the 'girls' in '23 and have unblushingly re-

unioned with both classes," she notes.

An English major in college, Mrs. Buck contends, "I was terrible in athletics, and not much better scholastically, I'm afraid, but I loved the extracurricular things." She edited the *Silhouette* her senior year and was a member of Blackfriars.

"I wrote several rather goopy stories for the *Aurora*, and sentimental poems about goldenrod and California. One that they turned down horrified the Poetry Society — the last line being 'How can I tell them I am mad?'"

Frustrated poetry attempts aside, after graduation Mrs. Buck worked as a secretary at the College's Alumnae House for four years, eventually migrating north on the encouragement of friends Margaret Bland Sewell '20 and Roberta Winter '27, who were both studying at Yale.

Upon her arrival, she says, "I

typed papers for Yale students and eventually got a job in the University library on the strength of not having been to library school!"

She married faculty member Norman S. Buck in 1934, five years after her arrival at Yale. They had three daughters. For 17 years he was master at one of Yale's residential colleges.

After her husband's death in 1964, Mrs. Buck started writing. *The Blessed Town* is her third book. Her first, *Adopted Son of Salem* recounts the 19th-century adventures of her husband's grandfather, who was a naval captain, as well as a coffee planter and U.S. consul in Fernando Po (now Bioko), an island off Equatorial Guinea. *We Minded the Store* tells of Yale University's World War II conversion into a naval and marine base.

The 85-year-old author now lives in Hamden, Conn., where she continues to write.

for its concerts.) The college had two literary societies, Few and Phi Gamma, passionate rivals, which often put on a lively debate about questions of the day, or presented an evening of orations to which all Oxford and Covington flocked.

The town's young people and the college students frequently had evening parties. If the occasion was specified as "formal," the students wore their Sunday blue serge suits; if it was a "tacky party," everybody looked around for the worst old, disreputable garments they could lay their hands on, trying to look like tramps, and perhaps joyously letting down the bars on proper behavior. But at all parties, even candy pullings—and the young folks had these, too—there were always plenty of keen-eyed chaperons. Besides going on picnics at the Waterfall and the Rock, students sallied out into the countryside on hayrides. Driving around on rutted country roads in a springless farm wagon may not sound like much fun, but under a full moon, with hay cushioning the ride and all the prettiest faculty daughters tucked in, a jaunt of this sort could provide a very enjoyable evening.

In a college town, of course, commencement week was the social high point of the year, to which everything led. There were goings-on in every home. Chickens fled for their lives, but were remorselessly transformed into pulley-bones and drumsticks. The handles of ice-cream freezers were turned all day long on back porches. There was icing of cakes and whipping up of elegant desserts.

Oxford had no hotel. Commencement week was the only time when we were flooded with guests, and we felt about it the way Robert Toombs did when a hotel was suggested for his hometown of Washington, Georgia: "There is no need. If a stranger is a gentleman, he can stay at my house, and if he isn't a gentleman,

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**The whole town brought  
a picnic supper down  
to the deserted college  
grounds and had  
a mammoth party.**

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then we don't want him in town!"

So, in lieu of a hotel, every Oxford house was gaily crowded to capacity with out-of-town guests—parents of students, nostalgic alumni, trustees, dignitaries of church and state who were the "speakers," and pretty sisters and sweethearts in long swirling skirts and lacy, flower-trimmed hats, carrying ruffled pink parasols. For an entire week no child slept in a bed; several quilts folded together made a pallet on the floor, and we were only too proud to give up our beds for important company.

Commencement was a kind of social, intellectual, and religious Chautauqua. There were sermons every day by noted preachers, long programs of orations by the best speakers in each class, and conducted tours of the library-museum and science laboratory (which had a skeleton on display). There were also athletic events to watch, both outdoors and in. A relay race had panting runners "passing on the message"; on the gym floor, boys—wearing what looked to me like their summer underwear—marched around in intricate formations, swung from one end of the building to the other on traveling rings, and leaped up on each others' shoulders and formed human pyramids to a breathtaking height.

Evening was the time for the glee club to shine, and for parties given

by the various Greek letter fraternities, which outdid themselves to entertain the visiting belles. The culmination of these was the Pan-Hellenic reception. With no dancing allowed, these evening affairs were formal receptions and prom parties, largely conversation, with couples walking up and down and with a constant change of partners. Girls had little fancy prom cards with tasseled pencils swinging from them, and each young man saw to it that the young lady he escorted had a partner for each promenade. At the tinkling of a little silver bell, a new partner would present himself. Inside the house, crowded with people and brightly lit by dozens of candelabra, behavior must be decorous, but when the promenaders strolled along the dim walks and driveways of the yard, there was opportunity for less proper and more satisfactory flirting. The grounds were illumined for the occasion by Chinese paper lanterns; the house chosen in which to give the party usually had twisting walks and driveways on which to pace, and garden benches and little latticed summer houses.

At each end of the long veranda would be a cut-glass punch bowl brimming with a non-alcoholic punch, whose chief ingredient was strong tea. Each fraternity had a list of little girls from the town, faculty daughters or younger sisters of members, who served at the punch bowls, wearing their best white dresses, with a pale blue or pink sash and a whopping matching hair-ribbon bow on top of their heads, large enough to lift a girl right off the floor. No sixteen- or eighteen-year-old visiting belle went through more thrills and chills over the correctness of her costume for these evenings than did the little ten-year-old servers of punch. At the end of the evening, there was always ice cream and cake.

After commencement, the college boys went home, and at first the

town seemed empty and forlorn. But many things filled the long summer vacation. The year I was eleven, the minister's daughter and I (she was that indispensable thing in a little girl's life, my "best friend") filled it by reading through the entire Bible. The way we happened to get involved in this enormous undertaking was that our Sunday School teacher offered a crocheted purse (very stylish just then—the directions had been printed in the *Ladies' Home Journal*) to any girl who would read the Bible all the way through. Neither Mary nor I had ever had a purse of any sort, having nothing to put in one, but some day we should, and this was a chance to get it free. And since it wasn't a tense competition, with only the first one through a winner, and since the long summer stretched ahead with nothing else to do, we decided to try. We did most of the reading, chapter after chapter, sitting in Mary's family's buggy in their side yard, its shafts on the ground. At first the unfamiliar Middle Eastern names seemed an insurmountable hurdle, until I had the brilliant idea of skipping all the words that began with a capital, unless it was an easy one we already knew, like Cain or Moses. (Mary always insisted that she thought of it; well, it doesn't matter which of us did.) It saved ever so much time, but even at that, it took us a whole summer.

The summers were visiting time for children. To provide a change and a treat, most of them would be sent off on the train to stay with relatives in another town. Two weeks was the regular length of such a visit. But when the nieces and nephews and grandchildren of Emory faculty, sent by parents to benefit from our good water and pure air, came to visit in Oxford, they stayed all summer. A number of them came every year, and both they and we felt that they were almost as much Oxford children as we were.

### **The only Christmas tree in town was a stout pine put up in the Old Church for the Sunday School.**

Summer was also the time for picnics and for watermelon cutting on the joggling boards in the yard. When the moon was full, the whole town brought a picnic supper down to the deserted college grounds and had a mammoth party, with the children shrieking and tearing games on the campus, where ordinarily we were forbidden to go.

Each summer there was the annual Sunday school picnic, when we piled in wagons and drove a long way off, not just to the Rock or the Waterfall but perhaps even to the banks of the Yellow River. Parents went along—at least mothers did, and a few fathers were there to drive. Great hampers of food were carried—stuffed eggs, cheese straws, fried chicken, gingerbread, sliced ham and beaten biscuits, layer cake, tea cakes . . . We stuffed ourselves, went wading, and played games—kissing games, too, like "many, many stars," since there were boys along.

In late summer came cotton-picking parties. Cotton picking was considered Negroes' work, and the races did not trespass on each other's labor preserves. No matter how hard up an Oxford white person might be, he simply did not go into a cotton field as a "hand." The only time one could pick cotton was with a group, as a lark, and to give the money raised to some good cause. During all the time

when we needed money so badly, it never occurred to Mother or either of the boys, or to anybody else, to suggest that they could make a little money by picking cotton. It wouldn't have been much, but something. Even when the soles of our shoes were worn through—and they could have made forty cents for every hundred pounds picked in fields within walking distance—it simply never entered anyone's head. But every fall, when the cotton fields were white, a Sunday school class or the children's missionary society en masse, carrying big cloth sacks, would bet together and rumble out to a field in the country in somebody's father's wagon—the regular mode of mass transportation before buses. There we would divide into teams and spend the afternoon each trying to beat the others in number of pounds picked. It was hard, hot work, but fun. Then back to ice cream and cake at somebody's house, and on the next Sunday the number of pounds picked and the names of the winning team would be announced to the whole Sunday school, when a check for the amount earned was made out for a mission school in China, or whatever the chosen charity happened to be. And the little Oxford pickers, some barefooted of necessity, and some wearing cut-out cardboard soles to block the holes in their worn-out shoes, beamed with pure delight, and never once thought that it might have been more sensible to have let the charity begin at home and outfitted us with decent footwear, since cold weather and school were just around the corner.

Except for commencement, fall was the most exciting time of the year in the village. The hot, dusty summer had come to an end. The city children who always came to spend the vacation with relatives here had been bade goodbye until next year, and put on the train for



ANNA E. BIRKNER

home. The sweet gum trees were purple and red, the tulip poplars and hickories a soft yellow, and the giant oaks a dignified bronze. The days were crisp and sparkling with the herbal fragrance of goldenrod and ripening broom sedge everywhere, and with each arriving mulecar and its load of new college students, the

haunting, long-held notes of the cry "New bo-oy!" from the throats of the old ones floated through the air.

Not only the college, but Palmer Institute too was flexing its younger muscles for the term coming up. There might be a new teacher to take the measure of; hems of school dresses had been let out (and horrors, a line there often showed it, too);

boys with pocketknives were under requisition to whittle points on new pencils; and at Johnson's store there were lovely new varnished pencil boxes, with roses painted on a sliding lid, which tore your heart out.

The new college year was beginning, and all Oxford was "up and at em" with renewed vim. The town's



houses were turned upside down for the fall cleaning, which put spring cleaning completely in the shade.

Mattresses and pillows had already been dragged out on a sunny porch, or lacking such, all the way into the yard, and given a thorough airing. A stiff feather dipped in turpentine was run along each mattress seam "just as a preventative." A needed lick of paint was put on here and there, and fresh putty pressed around window panes to keep out drafts and rattles. Everybody was getting ready for the boarders.

Cold weather brought no ice and snow, so there were no so-called winter sports, but now was the time for fun indoors, such as candy pulls, when a pot of molasses taffy was boiled on the stove at the school or in someone's kitchen.

In the week before Christmas, the same Sunday school class that had picked cotton for the heathen in September bundled up and, sitting close to keep warm in a nest of hay in a wagon body, made a nippy, nose-freezing trip out into the country to take collected food—jars of their mothers' canned vegetables or preserves—to "poor folks." (We did not realize that we were "poor folks.")

As for Christmas itself, a boy in the family climbed an oak tree and hacked off a bunch of mistletoe to hand in a doorway to "catch" people under. We cut sprays from the holly and other evergreen shrubs in our yards to take to the cemetery and to decorate the house. On Christmas Eve we also celebrated with fireworks, just as on the Fourth of July. We thought setting off firecrackers (bang! bang! Christ is born! bang!) was quite the proper way to usher in the blessed day. The louder the bangs in the daytime, and the more we lit up the sky at night with sparklers and roman candles, the better. An evening of fireworks made a glorious celebration because with no street-lights there was pitch-blackness for a



Polly Stone Buck

background. I was afraid of all of them, except sparklers and the very small "squib" firecrackers that came in a batch of about a hundred, with their tiny wicks woven together. I would unravel these, and set off only one at a time, and then be frantic after I had applied the match, for fear that I couldn't throw it before it exploded in my hand.

The boys would boldly light the whole mass of firecrackers together, toss the batch in the air, and enjoy a peppering of pops. They also had big giant ones that made as much noise as a small cannon—in fact, they were called "cannon crackers."

Each year the newspapers carried stories of children in other places who were maimed by fireworks, but since nothing so violent happened in Oxford, we went right on with our noisy celebration.

On Christmas Eve Mother read us the story from St. Luke, and also the hilarious chapters about the little Ruggleses in *The Birds' Christmas Carol* by Kate Douglas Wiggin. The next morning there were stockings with a coin in the toe. Some children had gold pieces; for us it was always a shiny dime, and one year, an especially hard one for Mother, just a gleaming Indian head penny. The

long stocking-legs were filled with goodies from the box that two of Father's old friends in Macon faithfully sent each Christmas. There were apples, scratchy raisin clusters full of seeds, all sorts of nuts seen nowhere else all year—almonds, Brazil nuts, English walnuts—and those wonderful treats, oranges! The box always had a bag of "bucket candy" for us children and a box of lovely chocolates for Mother. Each of us had a present for the others, usually things we had made ourselves and kept in the greatest secrecy, and there were always the Octagon soap wrappers to fall back on.

The only Christmas tree in town was a stout pine put up in the Old Church for the Sunday school. In the big bare building, lit by real candles, it was a beautiful sight. It was just as well that there weren't trees in private homes, or there would be fewer of these houses left, for the little tin holders, clipped on the branch ends, and swaying and tipping, always held the lighted candles at every possible dangerous angle. Buckets of water were lined up against the wall, just in case, and men and boys stood by ready to use them. Happily they never had to.

Everybody in town came. A woman played the piano, and we sang Christmas hymns and the old carols. The minister read again the passages from the New Testament telling the Christmas story—the shepherds, the wise men, the stable, the star. We knew them by heart from previous years, but liked to hear them again.

Then families lighted their kerosene lanterns and walked home together along the dark, unpaved streets. ◇

Excerpted from *The Blessed Town: Oxford, Georgia, at the Turn of the Century*. Published by Algonquin Books of Chapel Hill, P.O. Box 2225, Chapel Hill, N.C., 27515-2225.

AUSTIN COOPER, YALE DAILY NEWS



# On Your Mark, Get Set, Go Back To College

By Linda Florence '88

The literature proclaims, "Make the Rest of Your Life the Best of Your Life." An ad in Atlanta magazine begins, "On Your Mark, Get Set, Go . . . Back to College." Traditionally, fall is the time when college admission offices start haunting the halls of high schools and secondary schools in recruiting. But the women enrolled in Agnes Scott College's Return to College Program are anything but traditional students.

They are women whose education has been interrupted or postponed. Women whose ages range from 22 to 65. Women who are eager to learn, ready for a challenge, and scared to death.

Return to College students have the same opportunities and requirements for study as traditional students. However, they enter Agnes Scott as unclassified, or nondegree, students and take up to 24 semester hours before entering the degree program. This allows them to establish a successful academic record and decide if the program is right for them. Unlike traditional students, they have as much time as needed to complete degree requirements.

There is such a thing as the typical Return to College student. She is 38-years-old; married to a professional; has two children, ages 12 and

14; lives in suburban Dekalb County; works part time. She has returned to school after an 18-year absence from the classroom and attends Agnes Scott part time.

This profile, as useful as it is to gain an overall picture, overlooks the rich diversity of the Return to College population.

Most readily admit that their first semester is often the most challenging. It requires many adjustments — balancing school with home and work-life, relearning study habits, and coping with stress added to already busy lives.

Said Director of the Return to College program, Marilyn Mallory, "Although their ages may initially set them apart on campus, they are the kind of women who have always

distinguished Agnes Scott — bright, capable and eager to make a contribution to the society in which they live."

Susan Little was 28 years old when she enrolled as an RTC (as they are known around the campus these days). Her boys were 6 and 8. She had no idea what a liberal arts education meant. She knew she wanted to major in psychology, and the campus was convenient.

Little never left. Today she is Agnes Scott's director of financial aid. With her degree in psychology and a background in accounting, she combines her life experiences with a college degree, "helping other women have the experience I had.

"The community at Agnes Scott expects you to try new things. They are there to cheer when you succeed, and catch you when you fall. And you do plenty of both," says Little. "The friends I made as a student are unique. We can disagree with one another's viewpoints. We argue our points in an honest, forthright manner. Then when we come out on the other side, we still respect each other. We are free to present ourselves as who we are; and that is so important."

As for "fitting in" with 18-to-21-year-old students, she says, "I can remember many times I spent the night in a dorm before a test. We



Barbara Dudley '86

# 1985-86

## P R E S I D E N T ' S   R E P O R T



This year our renewal continued to gain momentum as we moved toward our Centennial Celebration.

The Admissions Office had a strong year, helped in part by an award-winning series of admissions materials and a dynamic recruitment plan aimed at improving all phases of admissions activity. As a result, senior inquiries rose 8 percent this year, applications 5 percent and freshman deposits were up 16 percent. One hundred and forty-four students enrolled in the Class of 1990.

A formal assessment of student attitudes conducted during the year showed student satisfaction at Agnes Scott surpassed that of students at other private and public colleges in almost all areas covered by the study.

During the year the College further enhanced the quality of life on campus as it undertook a \$3.6 million renovation of Agnes and Rebekah Scott Halls. Forty-five years after its scheduled removal, "The Hub" was taken down, and landscaping plans are being developed for the George and Irene King Woodruff Quadrangle.

A new track and field completed phase one of plans which include construction of the new physical activities building by fall 1987. The old gymnasium will be renovated and, with the former infirmary, converted into the Wallace McPherson Alston Campus Center.

For the fourth consecutive year, the investment performance of Agnes Scott's endowment ranked in the highest percentile of all college and university endowments.

It has been a full and rewarding year for Agnes Scott, and we are grateful. We look forward with you to watching the College continue to fulfill its promise as we anticipate our second century.

President Ruth A. Schmidt

# AGNES SCOTT

# A RECORD YEAR

## GIFTS, GRANTS AND BEQUESTS RECEIVED 1985-86

### SOURCES:

Alumnae	\$ 3,670,501
Parents and Friends	77,712
Business and Industry	68,071
Foundations	292,300
<b>Total</b>	<b>\$ 4,108,584</b>

## STATEMENT OF CURRENT FUND REVENUES, EXPENDITURES, AND OTHER CHANGES

June 30, 1986

	1986 Restricted and Unrestricted	1985 Restricted and Unrestricted
<b>REVENUES</b>		
Educational and General:		
Student fees	\$ 3,401,455	\$ 3,337,770
Gifts and grants	1,115,318	1,070,065
Endowment income	4,120,125	3,605,890
Sponsored programs	—	1,020
Other sources	341,707	282,098
Total Educational and General	\$ 8,978,605	\$ 8,296,843
Auxiliary Enterprises	\$ 1,577,936	\$ 1,668,983
Total Revenues	\$10,556,541	\$ 9,965,826
<b>EXPENDITURES:</b>		
Educational and General:		
Instruction	\$ 2,442,157	\$ 2,393,617
Sponsored programs	—	10,677
Academic support	413,427	353,128
Student services	805,817	686,586
Institutional support	2,268,052	2,175,132
Operation and maintenance of plant	458,014	417,401
Student financial aid	1,319,715	1,176,046
Total Educational and General	\$ 7,707,182	\$ 7,212,587
Auxiliary Enterprises	\$ 1,615,184	\$ 1,552,975
Expend for plant facilities	421,142	363,077
Total Expenditures	\$ 9,743,508	\$ 9,128,639
<b>TRANSFERS:</b>		
Salary, Fringes and Other	—	(455,000)
Bond Sinking Fund	—	(382,187)
Excess of revenues over expenditures	\$ 813,033	\$ 0

### FOUNDERS' CLUB

(Individuals who gave \$5,000 or more)

- \*\* Annie Shannon Wiley Preston Inst.
- \*\* Mary West Thatcher '15
- Virginia McBee Haugh Franklin '18
- \*\* Lois Eve Rozier '19
- \*\* Julia Ingram Hazzard '19
- \*\* Lois Compton Jennings '21
- \*\* Laurie Belle Stubbs Johns '22
- Viola Hollis Oakley '23
- \*\* Kate Higgs Vaughan '24
- \*\* Margaret Stovall '26
- Margaret Edmondson Noonan '27
- Anonymous '28
- Ruth Thomas Stemmons '28
- Polly B. Hall Dunn '30
- Julia Thompson Smith '31
- Margaret G. Weeks '31
- Susan Love Glenn '32
- Diana Dyer Wilson '32
- Letitia Rockmore Nash '33
- Anonymous '36
- \*\* Catherine Wood LeSourd '36
- Virginia Milner Carter '40
- \*\* Mary Olive Thomas '42
- Swanna Elizabeth Henderson Cameron '43
- Mary Duckworth Gellersstedt '46
- Dorothy Peace Ramsaur '47
- Betty Jean Brown Ray '48
- Catherine Warren Dukehart '51
- Joie Sawyer Delatfield '58
- Suzanne Goodman Elson '59
- Gayle Sibley Daley Nix '72
- Sandra Leigh Thome Johnson '82
- Anonymous
- Mr. Daniel David Cameron
- Mr. J. Dennis Delatfield
- Mr. Edward E. Elson
- Mrs. Paul L. Garber
- Dr. Paul L. Garber
- Mr. L. L. Gellersstedt Jr.
- Mrs. Pearl Gellersstedt
- \*\* Mr. L. B. Hazzard
- Mr. James Jackson
- Mr. William B. Johnson
- Mr. Leonard E. LeSourd
- Mr. Franklin Nash
- Mr. Franklin R. Nix
- Mr. & Mrs. C. C. Prevost
- Mr. Hal L. Smith
- \*\* Estate of Anna B. Wood
- Mr. George W. Woodruff

- Katharine Woltz Farinholt '33
- Margaret Hippee Lehmann '34
- Louella Jane MacMillan Tritchler '34
- Hyta Plowden Mederer '34
- Virginia F. Prettyman '34
- Betty Lou Houck Smith '35
- Mary Zachry Thompson '35
- Lucie Hess Gienger '36
- Carrie Phinney Latimer Duvall '36
- Lucile Dennison Keenan '37
- Fannie B. Harris Jones '37
- Ruth Hunt Little '37
- Gladys Sue Rogers Brown '38
- Zoe Wells Lambert '38
- Louise Young Garterr '38
- Martha Marshall Dykes '39
- Bette Sams Daniel '39
- Hayden Sanford Sams '39
- Helen Gates Carson '40
- Mary Lang Gill Olson '40
- Ruth Slack Roach '40
- Louise Claire Franklin Livingston '41
- Florrie Margaret Guy Funk '41
- Aileen Kasper Borrich '41
- Julia Elizabeth McConnell Park '41
- Mary Madison Wisdom '41
- Margaret Shetrall Chester '42
- Dorothy Holloran Addison '43
- Dorothy Nash Daniel '43
- Betty Scott Noble '44
- Margaret Clisby Powell Flowers '44
- J. Scott Newell Newton '45
- Mary Neely Norris King '45
- Louise Isaacson Bernard '46
- Anna George Dobbins '47
- Ellen Van Dyke Rosenblatt Caswell '47
- L. Elizabeth Walton Callaway '47
- Marybeth Little Weston '48
- Katherine A. Gettcken '49
- Mary Elizabeth Hays Babcock '49
- Joan Cotty White Howell '51
- Patricia Cortelyou Winship '52
- Jackie Simmons Gow '52
- Mary Frances Martin Rolader '52
- Margaretta W. Lumpkin Shaw '52
- Sylvia Williams Ingram '52
- Margaret Hooker Hartwein '53
- Louise McKinney Hill Reaves '54
- Anne R. Patterson Hammes '54
- Anne Craig Sylvester Booth '54
- Helen Jo Hinchey Williams '55
- Evelyn Mason Newberry '55
- Sarah Katherine Petty Dagenhart '55
- Anne Rosselot Clayton '55
- Sarah E. Hall Hayes '56
- May Muse Stonecypher '56
- Nancy White Thomas Hill '56
- Lillian W. Alexander Balentine '57
- Suzella Burns Newsome '57
- Nancy Wheeler Dooley '57
- Susan Hogg Griffith '58
- Nancy Holland Sibley '58
- Dale Fowler Dick Halton '59
- Jean Salter Reeves '59
- Phyllis Cox Whitesell '60
- Emily Frances Bailey '61
- Betsy Jefferson Boyt '62
- Frances Bailey Graves '63
- Lucia Howard Sizemore '65
- Irma Gail Savage Glover '66
- Ellen Wood Hall '67
- Susan Stringer Connell '68
- Martha Jane Wilson Kessler '69
- Gayle Gellersstedt Daniel '71
- Susan Elkin Morton '71
- Sally Tyre Stenger '75
- E. Pedrick Stall Lowrey '76
- Elizabeth E. Abreu '84
- Mr. Peter M. Abreu
- Mr. Thomas E. Addison Jr.
- Mr. M. Bernard Aidmoff
- Mr. Charles I. Babcock Jr.
- Mr. Robert M. Balentine
- Mr. Brantley Barr
- Mr. Maurice J. Bernard

### TOWER CIRCLE

(Individuals who gave \$1,000 to \$4,999)

- Julia Pratt Smith Slack '12
- Lucy Durr Dunn '19
- Lulu Smith Westcott '19
- Myrtle C. Blackmon '21
- Ida Louise Brittain Patterson '21
- Marjorie Busha Haley '21
- Cama Burgess Clarkson '22
- Quenelle Harrold Sheffield '23
- Jane Marcia Knight Lowe '23
- Mary Frances Gilliland Strukes '24
- Mary Keesler Dalton '25
- Sarah Tate Tumlin '25
- Mary Ben Wright Erwin '25
- Juanita Greer White '26
- Florence Elizabeth Perkins Ferry '26
- Caroline McKinney Clarke '27
- Mary Louise Woodard Clifton '27
- Patricia H. Collins Dwinell '28
- Mary Elizabeth Shewmaker '28
- Hazel Brown Ricks '29
- Ethel Freeland Darden '29
- Isabelle Leonard Spearman '29
- Mary Warren Read '29
- Raemond Wilson Craig '30
- Fanny Willis Niles Bolton '31
- M. Varnelle Braddy Perryman '32
- S. Lovelyn Wilson Heyward '32

Mr. Herbert A. Bolton Jr.  
Mr. David A. Booth  
Mr. Patrick E. Boyt  
Mr. I. C. Brown  
Mr. Howard H. Callaway  
Mr. George M. Chester  
\*\* Mr. Francis O. Clarkson  
Douglas M. Connell  
Mr. Larry J. Dagenhart  
Mr. Harry L. Dalton  
Mr. James G. Dalton  
Captain J. Wallace Daniel Jr.  
Mr. James F. Daniel III  
Frances Davis  
Mr. Robert Thomas Dooley Jr.  
Mr. Charles L. Douglas Jr.  
Mr. Langdon S. Flowers  
Julia T. Gary  
Mr. Marion B. Glover Jr.  
Mr. Edward P. Gould  
Mr. William F. Gow Jr.  
Mr. William M. Graves  
Mr. Alfred D. Hammes  
Robert Hild  
Mr. George W. Howell Jr.  
Mr. G. Conley Ingram  
Judith Bourgeois Jensen  
Mr. Paul Keenan  
Mr. Richard C. Kessler  
Mr. & Mrs. Thomas P. Knox Jr.  
Mr. George S. Lambert  
Mrs. Kent A. Leslie  
Prof. Robert N. Leslie  
Mr. Harry W. Livingston Jr.  
Mr. Zachary F. Long  
Mr. J. Erskine Love Jr.  
Mr. & Mrs. Fred S. McGehee  
\*\* Dr. W. Edward McNair  
Dr. James D. Newsome  
Dr. J. Phillips Noble  
Mr. Edward S. Olson  
Mr. John R. Park  
Marvin B. Perry Jr.  
Colonel William M. Perryman  
Mr. Joel F. Reeves  
Mrs. David R. Rice  
Mr. Hansford Sams Jr.  
President Ruth A. Schmidt  
Mr. J. C. Shaw  
S. Ray Shead  
Mr. Frank Sheffield  
Mr. W. A. L. Sibley Jr.  
Mr. Thomas A. Sizemore III  
Mr. John E. Smith II  
Mr. Theodore H. Smith  
Mrs. Carolyn B. Snow  
Mrs. Romeal Theriot  
Dr. Albert C. Titus  
Mr. John H. Weitnauer Jr.

#### COLONNADE CLUB

(Individuals who gave \$500 to \$999)

\*\* Annie Tait Jenkins '14  
Jane Harwell Heazel '17  
Julia Lorette Hagood  
Cuthbertson '20  
Maud Foster Stebler '23  
Anonymous '24  
Sarah Elizabeth Flowers Beasley '24  
Victoria Howie Kerr '24  
Margaret Frances Rogers Law '25  
Elizabeth J. Chapman Pirkle '26  
Edith Gilchrist Berry '26  
Martha Elizabeth Henderson  
Palmer '27  
\*\* Mary Clinch Weems Rogers '27  
Violet Weeks Miller '29  
Jane Bailey Hall Hefner '30  
Edna Lynn Moore Hardy '30  
Anne Chapin Hudson Hankins '31  
Mary Effie Elliot '32  
M. Gilchrist Powell Shirley '33  
Pauline Gordon Woods '34  
Lucy Goss Herbert '34  
Elinor Hamilton Hightower '34  
Martha Skeen Gould '34

Elizabeth Call Alexander  
Higgins '35  
Betty G. Fountain Edwards '35  
Marie Simpson Rutland '35  
Helen Handre Morse '36  
Sarah Frances McDonald '36  
Evelyn Robertson Jarman '36  
Louise Brown Smith '37  
Annie Laura Galloway Phillips '37  
Lillian Whitehurst Corbett '37  
Frances Wilson Hurst '37  
Goudyloch Erwin Dyer '38  
Jane Moore Hamilton Ray '39  
Elizabeth Davis Johnston '40  
Ethelyn Dyer Daniel '41  
Anonymous '41  
Anonymous '41  
Gene Slack Morse '41  
Frances Sprarlin Hargrett '41  
Julia A. Patch Diehl '42  
Helen Virginia Smith Woodward '43  
Katherine Wilkinson Orr '43  
Bettie Manning Orr '45  
Martanne Jeffries Williams '47  
Betty Jean Radford Moeller '47  
Rebekah Scott Bryan '48  
Marie Cuthbertson Faulkner '49  
Betty Jeanne Ellison Candler '49  
Kate Durr Elmore '49  
Dorothy Quillian Reeves '49  
Jo-Anne Christopher Cochrane '50  
Sara Beth Jackson Herrwig '51  
Sarah Emma Evans Blair '52  
Ann Herman Dunwoody '52  
Jean Isbell Brunie '52  
Sara Veale Daniel '52  
Virginia Claire Hays Klettner '53  
Martha Virginia Norton Caldwell '53  
Mary Ripley Warren '53  
Harriet Durham Maloot '54  
Helen H. McGowan French '54  
Llewellyn Wommack '54  
Patricia Paden Matsen '55  
Joan Pruitt McIntyre '55  
Shirley Anne Calkins Ellis '56  
Sallie L. Greenfield '56  
Harriett Griffin Harris '56  
Carolyn Tinkler Ramsey '58  
Martha W. Holmes Keith '59  
Carolyn Anne Davies Preische '60  
Rebecca Lynn Evans Callahan '60  
Anne Whisnant Bolch '60  
Elizabeth Barber Cobb '61  
Mary Jim Clark Schubert '61  
Edna McLain Bacon '61  
Mary Jane Moore '61  
N. Caroline Askew Hughes '62  
Elizabeth A. Harshbarger Broadus '62  
Dorothy Laird Foster '63  
Harriet M. King '64  
Margaret Lee Brawner Perez '65  
Barbara Ann Smith Bradley '65  
Harriet Biscoe Rodgers '66  
Barbara J. Brown Freeman '66  
May Day Folk Taylor '66  
Anne Discker Beebe '67  
June Elizabeth Derrick Derrick '68  
Ethel Ware Gilbert Carter '68  
Margaret Louise Frank Guill '69  
Mary Carolyn Cox '71  
Ann Appleby Jarrett Smith '71  
Jan Elizabeth Roush Pyles '71  
Sharon Lucille Jones Cole '72  
Nancy Donna Burnham '77  
Linda Frances Shearon '77  
Dianne Smith Dornbush '87  
Mr. & Mrs. Bona Allen III  
Mr. Stephen A. Bacon  
Mr. M. J. Beebe  
Mr. Thomas H. Broadus Jr.  
Dr. & Mrs. John H. Burson III  
Mr. Howard E. Caldwell  
Mr. Scott Candler Jr.  
Mr. Belfield H. Carter Jr.  
Mr. & Mrs. Claiborne R. Carter  
Mrs. Virginia C. Clark  
Mr. Tommy H. Cobb  
Mr. Madison F. Cole Jr.

## AGNES SCOTT COLLEGE SUMMARY BY CLASS

July 1, 1985 through June 30, 1986

CLASS	CHAIR	DONORS	% OF CLASS	AMOUNT CONTRIBUTED
HONOR GUARD		66	22	\$1,971,365.92
1923	Anna Meade Minnigerode	19	30	12,550.00
1924	Frances Gilliland Stokes	32	49	24,215.60
1925	Sarah Tate Tumlin	38	51	5,440.00
1926	Elizabeth J. Chapman Pirkle	42	53	11,329.00
1927	Louise Lovejoy Jackson	52	50	11,870.00
1928	S. Virginia Carrier	35	41	44,821.50
	Miriam L. Anderson Dowdy			
1929	Violet Weeks Miller	57	48	9,478.50
1930		45	45	9,790.00
1931	Sara L. Bullock	42	56	12,535.00
1932	Virginia M. Allen Woods	42	42	52,617.32
1933		45	44	14,297.00
1934	Louella Jane MacMillan Tritchler	58	58	9,007.00
1935	Laura L. Whitner Dorsey	36	34	5,745.00
1936	Sara Frances Estes	72	63	1,054,062.75
1937	Jane Estes	45	48	7,438.88
1938	Goudyloch Erwin Dyer	59	49	8,685.00
1939	Julia Porter Scurry	54	46	8,105.50
1940	Helen Gates Carson	59	45	14,055.00
1941	Flornie Margaret Guy Funk	68	50	14,575.63
1942	Claire I. Purcell Smith	62	48	28,972.11
1943	Anne Paisley Boyd	52	45	\$85,078.34
1944	Bettye Ashcraft Senter	49	38	5,551.25
1945	Emily Higgins Bradley	69	49	8,068.61
1946	Mary F. McConkey Reimer	71	45	10,900.00
1947	Anne Eidson Owen	62	46	14,405.00
1948	Rebekah Scott Bryan	58	40	9,427.35
1949	Martha Reed Warlick Brame	59	39	9,530.00
1950	Pat Overton Webb	43	34	3,270.00
1951	Nancy Cassin Smith	53	36	12,593.75
1952	Ann Boyer Wilkerson	61	43	10,217.00
1953	Anne Thomson Sheppard	52	40	4,823.70
1954	Eleanor Hutchinson Smith	38	34	8,092.00
	Louise McKinney Hill Reaves			
1955	Sarah Katherine Petty Dagenhart	55	43	9,540.00
1956	B. Louise Rainey Ammons	58	41	9,111.82
1957	Martha Jane Riggins Brown	68	41	9,382.50
1958	Carolyn Tinkler Ramsey	57	37	14,344.75
1959	Patricia Forrest Davis	65	40	21,027.00
1960	Carolyn Hoskins Coffman	62	36	5,945.00
1961	Nancy Hall Grimes	70	39	7,445.00
1962	Ellen Middlebrooks Granum	69	39	5,945.00
1963	Mary Ann Lusk Jorgenson	46	25	4,880.00
1964	Mary Lou Laird	51	26	4,184.25
1965	Anne Schiff Faivus	65	36	6,780.00
1966	Susan Wiley Ledford Rust	59	31	6,365.00
1967	Mary Elizabeth Johnson Mallory	57	33	7,172.36
1968	Christie Theriot Woodfin	79	40	8,010.00
	Jean Binkley Thrower			
1969	Janice S. Cnbbbs	79	39	7,757.72
1970	Kay Parkerson O'Briant	60	31	3,353.00
1971	Sarah Ruffing Robbins	62	34	7,450.00
1972	Sharon Lucille Jones Cole	71	38	9,945.00
1973	Marcia Krape Knight-Orr	48	24	3,157.00
1974	Nancy Maurine Yates-Luistro	44	27	2,160.00
1975	Debbie Diane Shepherd Autrey	35	22	3,073.60
1976	Lucille Burch Shelton	48	29	4,039.00
1977	Mary Anne Barlow	39	33	2,585.00
1978	Marguerite Anne Booth Gray	36	23	1,891.00
1979	Virginia Lee McMurray	43	28	1,746.00
1980	Debbie Jean Boelter Bonner	44	29	2,005.00
1981	Laura Klettner Bynum	64	41	2,528.00
1982	E. Meredith Manning	34	23	26,515.00
1983	Kathryn Hart	34	29	1,122.00
1984	Betsy L. Benning	42	31	1,580.00
1985	Kaisa H. Bowman	41	26	1,005.00

Mr & Mrs. I. Allen Crouch  
Mr. Albert Daniel  
Mr. Robert E. Dornbush  
Mr. Robert C. Dyer  
Mr. H. Quintin Foster  
Mr. James R. Freeman  
Mr. Ted R. French  
Mrs. N. Howard Gowing Jr.  
Dr. Marshall A. Guill  
Mr. Porter Hardy Jr.  
Mr. H. H. Hargrett  
Mr. George W. Harris Jr.  
Lane Titus & C. A. Hessler  
Mr. W. H. Hightower Jr.  
Mr. Rufus R. Hughes II  
Mr. Ernest B. Johnston Jr.  
Mr. Smith L. Johnston  
Mr. Garnett L. Keith  
Mr. Donald R. Keough  
Mr. S. John Klettner  
Mrs. Elsie W. Lowe  
Dr. John A. Maloot Jr.  
Dr. Chester W. Morse  
Mr. John H. Morse  
Mr. M. Lamar Oglesby  
Dr. Mark T. Orr  
Mr. William A. Ott  
Dr. Rodolfo N. Perez Jr.  
Barbara Ann Reuter  
Mr. C. Oscar Schmidt Jr.  
Mr. Horace H. Sibley  
Dr. Adolph M. Stribler  
Mr. Thomas E. Stonecypher  
Craig A. Vedyik  
Ruth A. Vedyik  
Mr. William C. Warren III  
Mr. Michael Wasserman  
Mr. Stephen E. West  
Mrs. Carol B. Whittington  
Gerald O. Whittington  
Mr. Frank E. Williams Jr.  
Mr. W. Leroy Williams  
Dr. William D. Woodward

## CENTURY CLUB

(Individuals who gave \$100 to \$499)

Linda Miller Summer '14  
Katherine F. Hays Rouse '16  
Agnes Ball '17  
Elizabeth Dimmock Bloodworth '19  
Anne Silverman Levy '19  
Llewellyn Wilburn '19  
Margaret Blind Sewell '20  
Mary L. Dudley Gross '20  
Virginia Fish Tigner '21  
Helen W. Hall Hopkins '21  
Edith N. Roark Van Sickle '21  
Agnes Mude Adams Stokes '22  
Eleanor Buchanan Starcher '22  
Mary Catherine McKinney  
Barker '22  
Ruth Scandrett Hardy '22  
Margaret Frieda Brenner Atwey '23  
Hazel Lamar Starnes '23  
Lucile Little Morgan '23  
Martha McIntosh Nall '23  
Lillian Virginia Moore Rice '23  
Frederica Stokes Ogletree '23  
Attie Alford '24  
Elizabeth Henry Shands '24  
Eliza Barton Hyatt Morrow '24  
Corinne Jackson Wilkerson '24  
Margaret McDow MacDougall '24  
Edna Arnetta McMurry  
Shadburn '24  
Cora Frazer Morton Puttrett '24  
Helen Vinnedge Wright Smith '24  
Mary T. Caldwell McFarland '25  
Aurtha Deaver Bradley '25  
Josephine Douglass Smith '25  
Mary Ann McKinney '25  
Elizabeth Shaw McClain '25  
Carolyn McLean Smith Whipple '25  
Memory Tucker Merritt '25  
Mary Belle Wilker '25  
Dochomus Wright Edmunds '25

Helen Bates Law '26  
Edyth Carpenter Shuey '26  
Edythe N. Coleman Paris '26  
Gene I. Dimas Vickers '26  
Charlotte Anna Higgs Andrews '26  
Mary Elizabeth Knox Happoldt '26  
Catherine Slover Mock Hodgins '26  
Ethel Reece Redding Niblack '26  
Sarah Quinn Slaughter '26  
Virginia Wing Power '27  
Evelyn Albright Caldwell '27  
Reba Bayless Boyer '27  
Josephine Bridgman '27  
Annette Carter Colwell '27  
Martha Crowe Eddins '27  
Venie Belle Grant Jones '27  
Anne Elizabeth Lilly Swedenberg '27  
Louise Lowrey Jackson '27  
Elizabeth Lynn Lynn '27  
Elizabeth McCallie Snoots '27  
Ruth McMillan Jones '27  
Elizabeth Norfleet Miller '27  
Virginia Love Sevier Hanna '27  
Mannie Shaw Flack '27  
Emily W. Sread '27  
Courtney Wilkinson '27  
Leila Warren Anderson '28  
Madeline Dunsteth Alston '28  
Carolyn Essie Frederick '28  
Sara Louise Girardeau Cook '28  
Elizabeth McEntire '28  
Evangeline T. Papageorge '28  
Lila Pocher German '28  
Elizabeth Roark Ellington '28  
Georgia Watson Craven '28  
Virginia Branch Leslie '29  
Lucile Hani Brideman Leitch '29  
Bettina Bush Jackson '29  
Virginia Cameron Taylor '29  
Dorothy Cheek Callaway '29  
Nancy Elizabeth Fitzgerald Bray '29  
Elise McLaurin Gibson '29  
Marion Rosalind Green Johnston '29  
Elizabeth Hatchett '29  
Cara Hinman '29  
Katherine Hunter Branch '29  
Sara Johnston Hill '29  
Geraldine LeMay '29  
Mary Lou McCall Reddock '29  
Edith McGrath Smith T '29  
Lerty Pope Prewitt '29  
Esther Rice '29  
Sarah McDonald Robinson Sharp '29  
Sara Frances Wimshish Reed '29  
Ethie Mae Winslow Taylor '29  
Lillian Worm Cousins '29  
Marie Baker Shumaker '30  
M. Ruth Bradford Crayton '30  
Elizabeth Hertzig Branch  
Johnson '30  
Lucille Coleman Christian '30  
June Elizabeth Maloney Officer '30  
Sarah Neely Marsh Shapiro '30  
Mary McCallie Ware '30  
Mattie Blanche Miller Rigby '30  
Lillian Adair Russell McBarth '30  
Dorothy Daniel Smith '30  
Martha Stackhouse Gratton '30  
Sara Townsend Pittman '30  
Crystal Hope Wellborn Gregg '30  
Adele Taylor Arbuckle Logan '31  
Sara L. Bullock '31  
Minnie Eleanor Castles Osteen '31  
Molly Childress Yarbrough '31  
M. Ruth Etheredge Griffin '31  
Jean Grey Morgan '31  
Katherine Morrow Norem '31  
Ruth Petty Pringle Pipkin '31  
Katharine Purdie '31  
Harriet Smith '31  
Martha Sprinkle Raftery '31  
Laelius Stallings Davis '31  
Cornelia Taylor Stubbs '31  
Cornelia Wallace '31  
Martha North Watson Smith '31  
Penelope H. Brown Barnett '32  
Ruth Conant Green '32  
Anne Pleasant Hopkins Ayres '32  
Imogene Hudson Cullman '32

Elizabeth Hughes Jackson '32  
Mary Sutton Miller Brown '32  
Lila Rose Norfleet Davis '32  
Saxon Pope Bargerion '32  
Louise Howard Stakely '32  
Nell Starr Gardner '32  
Jura Tattar Cole '32  
Miriam Thompson Felder '32  
Martha Williamson Riggs '32  
Helen Page Ackerman '33  
Bernice Beary Cole '33  
Josephine Clark Fleming '33  
Ora Craig Stuckey '33  
Helen Etheredge Griffin '33  
Winona Ewbank Covington '33  
Mary Felts Steedman '33  
Julia Finley McCutchen '33  
Margaret Glass Womeloff '33  
E. Virginia Heard Feder '33  
Lucile Heath McDonald '33  
Florence Kleybecker Keller '33  
Caroline Lingle Lester '33  
Frances Oglesby Hills '33  
Mary Louise Robinson Black '33  
Mary Sturtevant Cunningham '33  
Marlyn Elizabeth Tate Lester '33  
Annie Laurie Whitehead Young '33  
Helen Boyd McConnell '34  
Nelle S. Chamlee Howard '34  
Violet Denton West '34  
Sibyl A. Grant '34  
Mary Dunbar Grist Whitehead '34  
Mary Carter Hamilton McKnight '34  
Marguerite Jones Lowe '34  
Louise McCom Boyce '34  
Mary McDonald Sledd '34  
Sara Karr Moore Cathey '34  
Frances Mildred O'Brien '34  
Dorothy Potts Lavendol '34  
Charlotte Reid Herlihy '34  
Mary Louise Schuman Barth '34  
Ruth Shippey Austin '34  
Rosa Shuey Burgess '34  
Mary Sloan Laird '34  
Bella Wilson Lewis '34  
Jane Goodwin Harbin '35  
Carol Howe Griffin Seaville '35  
Anne Scott Harman Mauldin '35  
Katherine Hertka '35  
Anna Humber Little '35  
Josephine Sibley Jennings Brown '35  
Caroline Long Sanford '35  
Frances McCalla Ingles '35  
Marguerite Morris Saunders '35  
Nina Parke Hopkins '35  
Wilberta Aileen Parker Sibley '35  
Martha Redwine Rountree '35  
Susan Turner White '35  
Laura L. Whitner Dorsey '35  
Jacqueline Woolfolk Mathes '35  
Mary Beasley White '36  
Meriel Bull Mitchell '36  
Elizabeth Burson Wilson '36  
Carolynne Clements Logue '36  
Naomi Cooper Gale '36  
Orr Sue Jones Jordan '36  
Louise Jordan Turner '36  
Ann Bernard Martin '36  
Frances Miller Felts '36  
Sarah Nichols Judge '36  
Margaret Louise Smith Bowie '36  
Mary Snow Seigler '36  
Mary Margaret Stowe Hunter '36  
Jane Thomas Tison '36  
Virginia Turner Graham '36  
Mary Vines Wright '36  
Ann Carolyn White Burrill '36  
Elvira Alexander LeConte '37  
Lucile Barnett Mirman '37  
Frances Cary Taylor '37  
Barbara Hertwig Meschter '37  
Dorothy Jester '37  
Mary Landrum Johnson Tornbom '37  
Vivienne Long McCain '37  
Frances McDonald Moore '37  
Ora Muse '37  
Mary Alice Newton Bishop '37  
Mary E. Perry Houston '37  
Frances Cornelia Steele Garrett '37

Nertie Mae Austin Kelley '38  
Dorothy Avery Newton '38  
Martha Peek Brown Miller '38  
Jean Askew Chalmers Smith '38  
Margaret Douglas Link '38  
Doris Dunn St. Clair '38  
Winifred Kellersberger Vass '38  
Ola Little Kelly Ausley '38  
Ellen Little Lesesne '38  
Ursula Mayer von Tessin '38  
Elizabeth McCord Lawler '38  
Bertha Moore Merrill Holt '38  
Nancy Moore Cates '38  
Margaret Morrison Blumberg '38  
Grace Tazewell Flowers '38  
Anne Claiborne Thompson Rose '38  
Ella Virginia Watson Logan '38  
Elsie West Duval '38  
Jean Bailey Owen '39  
Charlotte French Hightower '39  
Elizabeth Furlow Brown '39  
Cora Kay Hutchins Blackwelder '39  
Elizabeth Kenney Knight '39  
Dorothy Nell Lazenby Stripe '39  
Ella Hunter Mallard Nimestein '39  
Marie Merritt Rollins '39  
Helen Moses Rezenstein '39  
Mary Ruth Murphy Chesnut '39  
Lou Pare Jones '39  
Mamie Lee Ratliff Finger '39  
Jeanne Wilson Redwine Davis '39  
Mary Elizabeth Shepherd Green '39  
Aileen Shortley Talley '39  
Beryl Spooner Broome '39  
Virginia Tumlin Guffin '39  
Elmer Tyler Richardson '39  
Frances Abbot Burns '40  
Carolyn Alley Peterson '40  
Shirley Armentrout Kirven '40  
Margaret Barnes Carey '40  
Evelyn Bary Christman '40  
Marguerite Baum Muhlenfeld '40  
Carolyn Furman Piel '40  
Marian Franklin Anderson '40  
Brant Holsenbeck Moore '40  
Margaret Hopkins Martin '40  
Georgia Hunt Elsherry '40  
Eleanor Hutchens '40  
Mildred Joseph Colyer '40  
Jane D. Knapp Sprivey '40  
Eloise McCall Gustin '40  
Mary Frances Moore Culpepper '40  
Nell Moss Roberts '40  
Katherine Patton Carrow '40  
Nell Pinner Winsor '40  
Mary Rems Burge '40  
Harriet Stimson Davis '40  
Edith Stover McFee '40  
Henrietta Thompson Wilkinson '40  
Emily Underwood Gault '40  
Grace Ward Anderson '40  
G. Gentry Burks Bielaski '41  
Freda Copeland Holtman '41  
Jean E. Dennison Brooks '41  
Martha Dunn Kerby '41  
Caroline Wilson Gray Truslow '41  
Nancy Joy Gribble Nelson '41  
Helen Hardie Smith '41  
Anne Foxworth Martin Elliott '41  
Anna Louise Merete Culver '41  
Marjorie Merlin Cohen '41  
Martha Moody Laseter '41  
Margaret Nix Ponder '41  
Pattie Patterson Johnson '41  
Ella Robinson Posey '41  
Lillian Schwencke Cook '41  
Dorothy Travis Joyner '41  
Tommy Turner Peacock '41  
Ida Jane Vaughan Price '41  
Elizabeth Alden Warr White '41  
Mary Rebekah Andrews McNeill '42  
Betty Ann Brooks '42  
Anne Chambless Bareman '42  
Sarah Copeland Little '42  
Mary Dale Drennan Hicks '42  
Susan Dyer Oliver '42  
Margaret Erwin Walker '42  
Doris Henson Vaughn '42  
Frances Hinton '42

Betty Medlock Clark '42  
Dorothy Nabers Allen '42  
S. Louise Pruitt Jones '42  
Helen Schukratt Sutherland '42  
Marjorie Simpson Ware '42  
Frances Tucker Johnson '42  
Alta Webster Payne '42  
Dorothy Ellen Webster Woodruff '42  
Olivia White Cave '42  
Mary Jane Auld Linker '43  
Betty F. Bates Fernandez '43  
Mary Blakemore Johnston '43  
Mary Carolyn Brock Williams '43  
Alice W. Clements Shinnall '43  
Mary Ann Cochran Abbott '43  
Laura Commington Northey '43  
Anne Frierson Smoak '43  
Nancy Green Carmichael '43  
Susan Guthrie Fu '43  
Imogene Hunt King Stanley '43  
Leona Leavitt Walker '43  
Sterley Leiby Wilder '43  
Bennie Lincy Sadler '43  
Betty Pegram Sessoms '43  
Patricia Elizabeth Perry Reiss '43  
Catherine B. Roberts Shanks '43  
Ruby Rosser Davis '43  
Clara Rountree Couch '43  
Caroline Leiby Smith Hassell '43  
Regina P. Stokes Barnes '43  
Mabel Stowe Query '43  
Barbara E. Wilber Gerland '43  
Katherine Wright Philips '43  
Betty Ashcraft Senter '44  
Betty Bacon Skinner '44  
Mary Ann Bartheld  
Bloodworth '44  
Marquette Bless McInnis '44  
Louise Breedin Griffiths '44  
Frances Margaret Cook Crowley '44  
Elizabeth Edwards Wilson '44  
Julia Harward Warnock '44  
Aurie Montgomery Miller '44  
Marjorie Tippins Johnson '44  
Ruth Anderson Stall '45  
Mary Barbara Azar Maloot '45  
Carol Anne Barge Mathews '45  
Betty Campbell Wiggins '45  
Emma Virginia Carter Caldwell '45  
Hansell Cousar Palmie '45  
Elizabeth Daniel Owens '45  
Elizabeth Davis Shingler '45  
Anne Eguen Ballard '45  
Pauline Ertz Wechsler '45  
Elizabeth Farmer Gaylor '45  
Barbara Frink Allen '45  
Elizabeth Glenn Stow '45  
Leila Burke Holmes '45  
Jean Hood Booth '45  
Kittie Kay Norment '45  
Sue L. Mitchell '45  
Gloria Jeanne Newton Snipes '45  
Margaret Virginia Norris '45  
Jean Satterwhite Harper '45  
Margaret Shepherd Yates '45  
Bess Sheppard Poole '45  
Mary Ann Elizabeth Turner  
Edwards '45  
Kate Webb Clary '45  
Frances Louise Wooddall  
Talmadge '45  
Martha Clark Baker Wilkins '46  
Emily Ann Bradford Batts '46  
Kathryn Burnett Gatewood '46  
Mary C. Carrell '46  
Mary Ann Courtenay Davidson '46  
Eleanor Davis Scott '46  
Conradine Fraser Riddle '46  
Elizabeth Horn Johnson '46  
Lura Johnston Watkins '46  
Marjorie Karlson '46  
Marianna Kirkpatrick Reeves '46  
Mary E. McConkey Reimer '46  
Elizabeth Miller Turner '46  
Celesta Powell Jones '46  
Anne Register Jones '46  
Eleanor Reynolds Verdery '46  
Ruth Ryner Lay '46  
Margaret Scott Carthey '46

Betty Smith Satterthwaite '46  
 Jean Stewart Stator '46  
 Martha Sunkes Thomas '46  
 Maud Van Dyke Jennings '46  
 June Bloxton Dever '47  
 Eleanor Calley Cross '47  
 Jane Cooke Cross '47  
 Martha Elizabeth Crabill Rogers '47  
 Helen Catherine Currie '47  
 Dorothy Nell Galloway Fontaine '47  
 Mynele Blue Grove Harris '47  
 Genet Heery Barron '47  
 Ann Hough Hopkins '47  
 Theresa Kemp Setze '47  
 Marguerite Mattison Rice '47  
 Edith Merrin Simmons '47  
 Lurena Jane Ross Brown '47  
 May Turner Engeman '47  
 Emma Jean Williams Hand '47  
 Betty Ann Zeigler De La Mater '47  
 Jane Woodward Alsobrook Miller '47  
 Ruth Bastin Slentz '48  
 Barbara Blair '48  
 Mary Alice Compton Osgood '48  
 Jean Henson Smith '48  
 June Irvine Torbert '48  
 Mary Elizabeth Jackson Etheridge '48  
 Anne Elizabeth Jones Crabill '48  
 Mary Manly Ryman '48  
 Lora Jennings Payne Miller '48  
 Betty Powers Crisp '48  
 Betty Blackmon Kinnert '49  
 Susan Dowdell Bowling Dudney '49  
 Frances Brannan Hamrick '49  
 Mary Price Coulling '49  
 Bettie Davison Bruce '49  
 Betsy Deal Smith '49  
 Jane David Elford Watkins '49  
 Evelyn Foster Henderson '49  
 Martha Goddard Lovell '49  
 Harriet Ann Lurton Major '49  
 Nancy Parks Donnan '49  
 Patty Persohn '49  
 \* Mary Helen Phillips Hearn '49  
 Betty Jo Sauer Mansur '49  
 Elizabeth Wood Smith '49  
 Edith Stowe Barkley '49  
 Jean Tollison Moses '49  
 Virginia Vining Skelton '49  
 Martha Reed Warlick Brame '49  
 Johanna Wood Zachry '49  
 Helen Elizabeth Austin Callaway '50  
 Katherine Dickey Bentley '50  
 Elizabeth Dunlap McAliley '50  
 Helen Edwards Probst '50  
 Margaret Glenn Lyon '50  
 M. Anne Haden Howe '50  
 Sarah Hancock White '50  
 Marie Heng Heng '50  
 Jessie A. Hodges Kryder '50  
 Norah Anne Little Green '50  
 Marjorie Major Franklin '50  
 Miriam Mitchell Ingman '50  
 Pat Overton Webb '50  
 Virginia Skinner Jones '50  
 Martha Elizabeth Stowell Rhodes '50  
 Isabel Truslow Fine '50  
 Mary Ida Wilson '50  
 Su Boney Davis '51  
 Anna DeVault Haley '51  
 Nell Floyd Hall '51  
 Sara Luverne Floyd Smith '51  
 Carolyn Galbreath Zehnder '51  
 Anna Gounaris '51  
 Margaret Hunt Denny '51  
 Virginia Arnold Leonard '51  
 Mary Caroline Lindsay '51  
 Jimmie Ann McGee Collings '51  
 Sarah McKee Burnside '51  
 Carol Louise Munger '51  
 Eliza Pollard Mark '51  
 Bettie Shipman Wilson Weakley '51  
 Eugenia Wilson Collins '51  
 Ann Marie Woods Shannon '51  
 Ann Boyer Wilkerson '52  
 Shirley Ford Baskin '52  
 Kathryn Martha Freeman Stelzner '52

Phyllis Galphin Buchanan '52  
 Barbara Grace Palmour '52  
 Shirley Heath Roberts '52  
 Louise Monroe Jett Porter '52  
 Helen Frances Land Ledbetter '52  
 Lillian Ritchie Sharian '52  
 Helen Jean Roberts Seaton '52  
 Frances Sells Grimes '52  
 Winnie Strozier Hoover '52  
 Mary Alverta Bond '53  
 Donna Dugger Smith '53  
 Betty Ann Green Rush '53  
 Sarah Crewe Hamilton Leathers '53  
 Keller Henderson Barron '53  
 Ellen Earle Hunter Brumfield '53  
 Anne Wortley Jones Sims '53  
 Shirley Samuels Bowden '53  
 Rita May Scott Cook '53  
 Priscilla Sheppard Taylor '53  
 Anne Thomson Sheppard '53  
 Eleanor Hutchinson Smith '54  
 Carol Jones Hay '54  
 Mitzi Kiser Law '54  
 Mary Newell Rainey Bridges '54  
 Caroline Reimero Kemmerer '54  
 Kathleen Whitfield Perry '54  
 Susanna May Byrd Wells '55  
 Sara Dudney Ham '55  
 Gracie Greer Phillips '55  
 Ann Louise Hanson Merklein '55  
 Mary Pauline Hood Gibson '55  
 Mary Alice Kemp Henning '55  
 Jeanne Levie Berry '55  
 Catherine Louise Lewis Callaway '55  
 Callie C. McArthur Robinson '55  
 Sara Minto McIntyre Bahner '55  
 Peggy Anne McMillan White '55  
 Peggy Pfentler Bass '55  
 Margaret Rogers Lee '55  
 Dorothy Sands Hawkins '55  
 Agnes Milton Scott Willoch '55  
 Sue Walker Goddard '55  
 Pauline Waller Hoch '55  
 Anne Lowrie Alexander Fraser '56  
 Nonette Brown Hill '56  
 Mary Jo Carpenter '56  
 Claire Flintom Barnhardt '56  
 Priscilla Goodwin Bennett '56  
 Ann Lee Gregory York '56  
 Louise Harley Hull '56  
 Helen Hayes Patton '56  
 Nancy Craig Jackson Pitts '56  
 Alice Johnston Balfenger '56  
 Marion Virginia Love Dunaway '56  
 B. Louise Rainey Ammons '56  
 Rameth Fay Richard Owens '56  
 Catherine Tucker Wilson Turner '56  
 Elizabeth Ansley Allan '57  
 Joyce Brownlee '57  
 Bettye Carmichael Maddox '57  
 Frances Cork Engle '57  
 Sally Fortson McLemore '57  
 Grace Mohneux Goodwin '57  
 Patricia Guynup Corbus '57  
 Carolyn Herman Sharp '57  
 Frances Holtsclaw Berry '57  
 Rachel King '57  
 Elaine Lewis Hudgins '57  
 Nancy Love Crane '57  
 Frances McSwain Pruitt '57  
 Molbie Merrick '57  
 Margaret Minter Hyatt '57  
 Jean Price Knapp '57  
 Martha Jane Riggins Brown '57  
 Ann Norris Shires Penuel '57  
 Carolyn Smith Galt '57  
 Emiko Takeuchi '57  
 Anne Terry Sherren '57  
 Anne S. Whitfield '57  
 Anna Fox Avil Stribling '58  
 Grace Chao '58  
 Nancy Alice Niblack Dantzer '58  
 Martha Davis Rosselot '58  
 Elizabeth Hanson Duerr '58  
 Hazel Ellis '58  
 Frankie Flowers Van Cleave '58  
 Patricia Gover Bitter '58  
 Eileen Graham McWhorter '58  
 Sara Margaret Heard White '58

## Alumnae giving set new records at \$502,970. Overall, the Office of Development received \$3,275,606, surpassing last year's record of \$2,514,112.

Eleanor Kallman Roemer '58  
 Nora Alice King '58  
 Carolyn Magruder Ruppenthal '58  
 Maria Menetee Martoccia Clifton '58  
 Judy Nash Gallo '58  
 Martha Ann Oeland Hart '58  
 Phila Peppas Kanellos '58  
 Blythe Posey Ashmore '58  
 Caroline Romberg Silcox '58  
 Shirley Sue Spackman May '58  
 Langhorne Sydnor Mauck '58  
 Harriet Talmadge Mull '58  
 Delores Ann Taylor Yancey '58  
 Gene Allen Reimero Vargas '58  
 Llewellyn Bellamy Page '59  
 Patricia Forrest Davis '59  
 Sidney Mack Howell Fleming '59  
 B. Wynn Hughes Tabor '59  
 Jane King Allen '59  
 Jane Kraemer Scott '59  
 Mildred Ling Wu '59  
 Margaret Ward Abernethy Martin '59  
 Caroline Pruitt Hayes '59  
 Irene Shaw Grigg '59  
 Annette Teague Powell '59  
 Nell Archer Congdon '60  
 Lucy Cole Gratton '60  
 Louise Crawford Feagin Stone '60  
 Bonnie Gershen Aronin '60  
 Jane Imray Shapard '60  
 Linda Mangum Jones Klett '60  
 Jane Low Allen '60  
 Sallie Meek Hunter '60  
 Wilma Muse '60  
 Warnell Neal '60  
 Everdina Nieuwenhuis '60  
 Jane Norman Scott '60  
 Marcia Louise Tobey Swanson '60  
 Judith Ann Albergoth Hines '61  
 Pamela Bevier '61  
 Sally Bryan Minter '61  
 Kathryn Ann Chambers Elliott '61  
 Medora Ann McBride Chilton '61  
 Jean Marie Corbett Griffin '61  
 Mary Wayne Crymes Bywater '61  
 Elizabeth Dalton Brand '61  
 Julia Akin Dour Grubb '61  
 Katherine Gwaltney Remick '61  
 Sarah Kelo '61  
 Mary Taylor Lipscomb Garrity '61  
 Julia G. Maddox Paul '61  
 Nancy A. Moore Kuykendall '61  
 Barbara Mordecai Schwanebeck '61  
 Emily Pancake '61  
 Grace Ann Peagler Gallagher '61  
 Charne Robinson Ritter '61  
 Elizabeth Shepley Brophy '61  
 Kathryn Page Smith Morahan '61  
 M. Harriet Smith Bates '61  
 Patricia Walker Bass '61  
 Martha Campbell Williams '62  
 Vivian Conner Parker '62  
 Peggy Frederick Smith '62  
 Elizabeth Gillespie Proctor '62  
 Janice Heard Baucum '62  
 Ann Pauline Hutchinson Beason '62  
 Norris Johnston Goss '62  
 Isabel Kallman Anderson '62  
 Beverly K. Kenton Mason '62  
 Milling Kinard '62

Nancy Nelms Garrett '62  
 Ethel Oglesby Horton '62  
 Marjorie Hayes Reitz Turnbull '62  
 Elizabeth Withers Kennedy '62  
 Judy Brantley '63  
 Sarah Stokes Cumming Mitchell '63  
 Mary Jane Fincher Peterson '63  
 Elizabeth B. Hutcheson Barringer '63  
 Leha Jones Graham '63  
 Leigh Maddox Brown '63  
 Robin Patrick Johnston '63  
 Lee Shepherd '63  
 Miriam St. Clair '63  
 Kaye Stapleton Redford '63  
 Lydia Sudbury Langston '63  
 L. Elizabeth Thomas Freyer '63  
 Mary K. Troup Rose '63  
 Mary Ruth Walters McDonald '63  
 Louisa Walton McFadden '63  
 M. Elizabeth Webb Nugent '63  
 Michele Bullard Smith '64  
 Carolyn Clarke '64  
 Elizabeth Gillespie Miller '64  
 E. Dianne Hunter Cox '64  
 Sally Loree James '64  
 Susan Keith-Lucas Carson '64  
 Shirley E. Lee '64  
 A. Crawford Meginniss Sandetur '64  
 Anne Munter Nelson '64  
 Mary Mac Mitchell Saunders '64  
 Margaret Moses Zimmer '64  
 Carolyn Newton Curry '64  
 Becky A. Reynolds Bryson '64  
 Lila Shethfield Howland '64  
 Mary Lynn Weekley Parsons '64  
 Suzanne P. West Guy '64  
 Florence Willey Perusse '64  
 Betty Hunt Armstrong McMahon '65  
 Rebecca Beusse Holman '65  
 Sally Blackard Long '65  
 Sally Bynum Gladden '65  
 Katherine Bailey Cook Schuter '65  
 Helen West Davis Hatch '65  
 Doris El-Tawil '65  
 Patricia Gay Nash '65  
 Dee Hall Pope '65  
 Nancy C. Hamnerstrom Cole '65  
 Linda Kay Hudson McGowan '65  
 Kenney Knight Linton '65  
 Elisabeth Makone Bogg '65  
 Elizabeth Wilson McCain '65  
 Diane Miller Wise '65  
 Margaret Murphy Hunter '65  
 Dorothy Robinson Dewberry '65  
 Barbara Rudisill '65  
 Harriette Russell Flinn '65  
 Anne Schutt Fayus '65  
 Mary Lowndes Smith Bryan '65  
 Meriam Elyene Smith Thompson '65  
 Charlotte Webb Kendall '65  
 Sandra Hay Wilson '65  
 Judith Ahlran '66  
 Beverly Allen Lambert '66  
 Betty Ann Allgeier Cobb '66  
 Marilyn Janet Breen Kelley '66  
 Mary Hopper Brown Bullock '66  
 Nancy Bruce Truluck '66  
 Vicki Campbell Patronis '66  
 Joan DuPuis '66  
 Jean Gaskell Ross '66

J. Jean Jarrett Milnor '66  
 Ellen M. King Wiser '66  
 Susan Wiley Ledford Rust '66  
 Connie Louise Magee Keyser '66  
 Helen Mann Liu '66  
 Elizabeth McGeachy Mills '66  
 Portia Morrison '66  
 Anne Morse Toppie '66  
 Sonja Nelson Cordell '66  
 Mahinda Snow '66  
 Martha Abernethy Thompson '66  
 Sarah S. Uzzell Rindland '66  
 Nancy Carol Whiteside '66  
 Maria Papageorge Artemis '67  
 Jane Watt Baskley '67  
 Linda Cooper Shewey '67  
 Ida Copenhaver Ginter '67  
 Alice Finn Hunt '67  
 Andrea L. Higgins Haks '67  
 Ann Wellington Hunter Wickes '67  
 Elizabeth Hutchinson Cowden '67  
 Linda Jacoby Miller '67  
 Lucy Ellen Jones Cosley '67  
 Jane Keiger Gehring '67  
 Caroline Dudley Lester Tye '67  
 Clair McLeod Miller '67  
 Ann Winfield Miller Morris '67  
 Judy Hurst Nuckols Ottum '67  
 Caroline Owens Crain '67  
 Susan M. Phillips '67  
 Ann Roberts Divine '67  
 Susan Janelle Sleight Mowry '67  
 M. Susan Stevens Hitchcock '67  
 Sallie Tate Hodges '67  
 Sandra Welch Williams '67  
 Elizabeth Alford Lee '68  
 Lynne Anthony Butler '68  
 Sally Bainbridge Akridge '68  
 Lucie Barron Eggleston '68  
 Kathleen Blee Ashe '68  
 Laurie Gay Carter Tharpe '68  
 Elizabeth Ann Glendinning '68  
 Jeanne Elizabeth Gross Johnson '68  
 Gabrielle Guyton Johnson '68  
 Charlotte Hart Riordan '68  
 Gue P. Pardue Hudson '68  
 Elizabeth Ann Jones Bergen '68  
 Suzanne Jones Harper '68  
 Katherine McCracken Maybank '68  
 Margaret Garrett Moore Hall '68  
 Betty Jane Rentro Knight '68  
 Georganne Rose Cunningham '68  
 Johanna Scherer Hunt '68  
 Christine Theriot Woodfin '68  
 Mary Ruth Wilkins Negro '68  
 Linda Face Woody Perry '68  
 Patricia Auclair Hawkins '69  
 Beth Bailey '69  
 Mary Bolch Line '69  
 Julie Cortrill Ferguson '69  
 Janice S. Cribbs '69  
 Jane Davis Hollenorth '69  
 Margaret M. Flowers Kirk '69  
 Margaret Gillespie Sewell '69  
 Lalla Griggs Mangin '69  
 Nancy Holman Hoffman '69  
 Beverly Gray LaRoche Anderson '69  
 Letitia Lowe Oliveira '69  
 Johnnie Gay Martin '69  
 Dianne Louise McMillan Smith '69  
 Mary Anne Murphy Hornbuckle '69  
 Elta Posey Johnston '69  
 Susan Atkinson Simmons '70  
 Bonnie E. Brown Johnson '70  
 Leslie Buchanan New '70  
 Deborah Ann Claiborne '70  
 Catherine DuVall Vogel '70  
 Cheryl Ann Granade Sullivan '70  
 Martha C. Harris Entekin '70  
 Mary Wills Hatfield LeCroy '70  
 Ruth Hannah Hyatt Heftron '70  
 Kathy Johnson '70  
 Hulie Duskin Kenyon Fiedler '70  
 Carol Ann McKenzie Fuller '70  
 Catherine B. Oliver '70  
 Freida Cynthia Padgett Henry '70  
 Martha L. Ramey '70  
 Nancy Everette Rhodes '70  
 Sally Ann Skardon '70

# *A conversion to the semester system, including a complete revision of the calendar, general requirements and departmental programs was completed in record time.*

Marylu Tippet Villaveria '70  
Deborah Lee Banehart Mullins '71  
Evelyn Young Brown Christensen '71  
Vicki Linda Brown Ferguson '71  
Karen Lane Conrads Whell '71  
Julia Virgil Couch Mehr '71  
Jane Ellen Duttonhaver Horsey '71  
Frances Folk Zygmunt '71  
Margaret Funderburk O'Neal '71  
Carolyn Orelha Gailes Christ '71  
Patricia Johnston Feuillebois '71  
H. Tyler McEadden '71  
Nancy Ann Newton '71  
Eleanor Hunter Ninenstein '71  
Barbara Herta Paul '71  
Sharon Sue Roberts Henderson '71  
Katherine Setze Horne '71  
Ellen McGill Tinkler Remig '71  
Bernie Louise Todd Smith '71  
Mary Caroline Turner '71  
Harriet Elizabeth Amos '72  
Rose Eileen Bluerock Brooks '72  
Julia Seabrook Cole Bouhabib '72  
Debra Ann Gay Wiggins '72  
Dianne Gerstle Niedner '72  
Claire Ann Hodges Burdett '72  
Mary Jean Horney '72  
Deborah Anne Jordan Bates '72  
Jeanne Elizabeth Kaufmann  
Manning '72  
Mary Jane King '72  
Deborah Long Wingate '72  
Linda Sue Maloy Otter '72  
Virginia Norman Neb Price '72  
Nancy King Owen Merritt '72  
Susan Dowas Parks Grissom '72  
Mary Laura Reeves Scanlon '72  
Helen Reid Roddy Register '72  
Katherine Amante Smith Acutt '72  
Susan Bryant Strimmon Peak '72  
Nancy Delilah Thomas Tappins '72  
Susan Williams Cornall '72  
Faye Ann Allen Sisk '73  
Carolyn Suzanne Arant Handell '73  
Sally Campbell Bryant Oxley '73  
Mary Margaret Clark Tuttle '73  
Deborah Merce Corbett Gaudier '73  
Martha Forman Foltz Manson '73  
Judith Kay Hamilton Grubbs '73  
Resa Laverne Harris '73  
Margaret van Buren Lines Thrash '73  
Janet Marie Meldrum '73  
Deborah Lee Newman Martern '73  
Elizabeth Ann Rhett Jones '73  
Martha Carpenter Schabel  
Beattie '73  
Nadja Setick Earl '73  
Janet Elizabeth Short '73  
Edith Carpenter Waller  
Chambliss '73  
Suzanne Lee Warren Schwank '73  
Cynthia Merle Wilkes Smith '73  
Cherry Marie Wood '73  
Barbara Letitia Young  
McCutchen '73  
Marianne Bradley '74  
Patricia Ann Cook Bates '74  
Vivienne Ryan Drakes McKinney '74  
Lynn Elizabeth Ezell Hendrix '74

Mary Lynn Gay Bankston '74  
Teresa Louise Lee '74  
Claire Owen Studley '74  
Vicki Lynn Baynes Jackson '75  
Jana Vail Macbeth '75  
Mary Gay Morgan '75  
Betsy Wall Carter '75  
Rebecca McPherson Weaver '75  
Eva Angela Adan '76  
Gay L. Blackburn Maloney '76  
Vernita A. Bowden Lockhart '76  
Sue Frances Diseker Sabat '76  
Emily G. Dunbar-Smith '76  
Henrietta Barnwell Leland  
Whelchel '76  
Jennifer Rich Kaduck '76  
Laurie Dixon Williams Araway '76  
Evelyn Elizabeth Babcock '77  
Elizabeth Rachel Doscher  
Shannon '77  
Terri Ann Keeler Niederman '77  
Kate Kussrow McConaughy '77  
Susan Patricia Finkle Trawick '77  
Rebecca L. Johnson Bisher '78  
Wanda Emma McLemore '78  
Judith K. Miller Bohan '78  
Kathryn Schnitker White '78  
Mary Anna Smith '78  
Melody Kathryn Snider Porter '78  
Marybeth Whitmore Hegerty '78  
Christina Wong Leo '78  
Susan Bethune Bennett '79  
Debby Daniel Bryant '79  
Anne Curtis Jones '79  
Evelyn L. Kirby Jones '79  
Virginia Lee McMurray '79  
Sandra Anne Burson Hostford '80  
Sarah Ann Fairburn '80  
Kemper Hatfield Graham '80  
Keller Leigh Murphy Torrey '80  
Judith Ann Smith Willis '80  
Katherine Zarkowsky Broderick '80  
Beth Arant McIlwain '81  
Stephanie Jane Chisholm '81  
Alexandra Y. Gonsalves Brooks '81  
Henrietta C. Halliday '81  
Susan Gail Kennedy Blackwood '81  
Laura D. Newsome '81  
Julie Oliver Link '81  
Susan G. Smith '81  
Lynn Pace Stonicypher '81  
Lynda Joyce Wimberly '81  
Margaret Vinneman Bynum '82  
Margaret Carpenter Beam '82  
Elizabeth Frances Daniel Holder '82  
Lu Ann Ferguson '82  
Kathleen Bell Fulton '82  
Caroline McKinney Reaves  
Wilson '82  
Sara Robinson Chambliss '82  
Elizabeth O'Hear Young '82  
Laura Carolyn Crompton '83  
Kathryn Hart '83  
Anonymous '84  
Dorothy Kidd Sigwell '84  
Bradie Catherine Barr '85  
Janet Cumming '85

Joanna Margaret Wiedeman  
Quillen '85  
Mercedes Badia-Moro '86  
Barrow-Gwinnett-Newton Alumnae  
Club  
Central Florida Alumnae Club  
Southeast Georgia Alumnae Club  
Mr. D. Stephen Acutt  
Juanita Adams  
Mr. Bona Allen IV  
Dr. Wallace M. Alston, Sr.  
Dr. Wallace M. Alston Jr.  
Mr. R. W. Anderson  
Dr. Tom B. Anderson  
Mr. Robert Lawrence Ashe Jr.  
Dean S. Attaway  
Mr. T. Maxfield Bahner  
Mr. C. Perry Bankston  
Mr. Henry J. Barnes  
Mr. R. H. Barnhardt  
Mr. Thomas L. Bass  
Dr. John W. Bates  
Mr. J. L. Batts  
Mr. Charles Walter Baucum  
Mr. Ander Beain  
Mr. Amos T. Beason  
Mr. Henry A. Beattie III  
Mr. John A. Bennett  
Mr. Michael G. Bennett  
Mr. B. Carroll Berry  
Rev. Edward R. Berry Jr.  
Mr. D. E. Blackwelder  
Dr. Max M. Blumberg  
Mr. Richard P. Boggs  
Mr. Michael S. Bohan  
Mr. & Mrs. Henry L. Bowden  
Mr. Robert C. Bowden  
Mr. W. J. Brame  
Mr. Harlee Branch Jr.  
Mr. R. Alford Brand III  
Mr. John Broderick  
Mr. Hugh D. Broome Sr.  
Mr. Bennett A. Brown  
Mrs. Byron K. Brown  
Mr. James Pope Brown  
Mr. Joseph E. Brown  
Mr. Rodney C. Brown  
Mr. Lucy H. Brumfield  
Mr. Bruce L. Bryson Jr.  
Mr. J. O. Buchanan  
Mr. George D. Bullock  
Mr. Edward B. Burdett  
Dr. Dan Burge  
Dr. Wade W. Burnside  
Gordon Calhoun Bynum  
Mr. George W. Caldwell  
Mr. T. M. Callaway Jr.  
Mr. J. Willis Cantey  
Mr. Ben W. Carmichael  
Mr. William B. Carssow  
Mr. John S. Carter  
Dr. & Mrs. Walter B. Chandler  
Mr. Ralph C. Christensen  
Mr. Schuyler M. Christian  
Mr. Oscar Cohen  
Dr. & Mrs. W. F. Collar Jr.  
Dr. Thomas A. Collings  
Mr. James F. C. Colver  
Mr. Peniberton Cooley III  
Mr. Fred Culppepper Jr.  
Mr. Lewis E. Culver  
Mr. James B. Cunningham  
Mr. & Mrs. William M. Cord  
Mr. Lorenzo N. Dantzer IV  
Mr. J. B. Davidson  
Rev. C. Edward Davis  
Mr. Neil O. Davis  
Mr. Ovid R. Davis  
Dr. Robert P. Davis  
Decatur Presbyterian, Women of the  
Church

Mr. James W. Dewberry  
Mr. & Mrs. Franklin G. Dill  
Mr. Robert A. Donnan  
Mr. Hugh M. Dorsey Jr.  
Mark M. Dumas  
Dr. Dan A. Dunaway  
Dr. & Mrs. Gary S. Dunbar  
\*\* Dr. E. M. Dunstan  
Dr. Florene Dunstan  
Mr. & Mrs. Percy Echols  
Mr. Thomas K. Eddins Jr.  
Mr. Ken E. Edwards Jr.  
Mr. Phillip L. Elliott  
Mr. J. E. Faulkner Jr.  
Mr. Donald P. Ferguson  
Dr. J. D. Fleming Jr.  
Mr. & Mrs. L. Lamar Floyd  
Mr. Eugene V. Fontaine  
Dr. Van Fraser  
Mr. Fred R. Freyer Jr.  
Mr. Franklin M. Garrett  
Mrs. M. W. Gattshall  
Mr. Clarence W. Gault  
Mr. Louis A. Gerland Jr.  
Mr. Thomas W. Goodwin Jr.  
Mrs. Rachel R. Gordon  
Mr. Barry D. Goss  
Mr. R. Travers Green  
Mr. Tucker Grigg Jr.  
Dr. Nancy Groseclose  
Dr. Robert L. Grubb Jr.  
Mr. Robert L. Guttin  
Mr. Conrad M. Hall  
Mr. Jesse S. Hall  
Mr. Donald L. Handell  
Mr. Edward P. Harper  
Mr. George L. Harris Jr.  
Mr. & Mrs. John S. Harrison  
Mr. Edward G. Hawkins  
Mr. Sidney E. Hawkins  
Dr. Lewis S. Hay  
Mr. James Hayes  
Mr. Robert C. Hetttrion Jr.  
Mr. U. V. Henderson  
Dr. Basil V. Hicks  
Mr. & Mrs. C. B. Highland Jr.  
Mr. John D. Hightower  
Mr. Henry L. Hills  
Mr. Paul G. Hines  
Mr. Joe E. Hodge III  
Mr. Scott Hogg  
Mr. Robert G. Holman  
Dr. Arvah Hopkins  
Mr. Jon E. Hornbuckle  
Mr. Carey J. Horne  
Mr. E. S. Horney  
Mr. Robert M. Horton  
Dr. David A. Hostford  
Mr. W. Slocum Howland Jr.  
Mr. Jewell Bell Hudgins Jr.  
Mr. William T. Hudson Jr.  
Mr. Charles C. Hull  
Mr. & Mrs. Louis P. Humann Sr.  
Mr. I. A. Ingman Jr.  
Dr. Daniel F. Jackson  
Mrs. Adeline M. Johnson  
Mr. C. E. Johnson Jr.  
Mr. David C. Johnson  
Mr. Edward A. Johnson  
Mr. James E. Johnson  
Mr. Joseph F. Johnston  
Mr. Bousteuillet Jones  
Mr. J. Malcolm Jones  
Dr. Ronald M. Jones Jr.  
Mr. Hugh H. Joyner  
Harry T. & Betty C. Jukes  
Mr. William W. Kaduck Jr.  
Mr. James L. Kanellas  
Mr. William M. Keller  
Mr. K. K. Kelley  
Mr. John L. Kemmerer  
Mr. James R. Kennedy  
Mr. W. D. Kerby Jr.  
Mr. Robert S. Keyser  
Mr. J. D. Kirven Jr.  
Mr. Robert J. Klett

Dr. C. Benton Kline Jr.  
Mr. James H. Knight  
Rev. William H. Kryder  
Mr. Charles C. Langston Jr.  
Mr. Joseph E. Lay  
Mr. James A. LeConte  
Mr. James C. Leathers  
Mr. James A. Leitch Jr.  
Prof. William W. Leonard  
Mr. Louis L. Lesesne  
Mr. Donald A. Leshe  
Mr. Stephen C. Link  
Mr. J. Burton Linker Jr.  
Mr. Sidney E. Linton  
Mr. Ker Fah Liu  
Mr. Wade H. Logan Jr.  
Dr. James M. Major  
Mr. Mark Daniel Maloney  
Mr. Albert M. Mangin  
Mr. James V. Manning  
Mr. Joseph Manson  
Prof. Kathryn A. Manuel  
Mr. Ralph H. Martin  
Mr. & Mrs. Thomas L. Martin  
Dr. Frank Alford Mathes  
Mr. Ferrin Y. Mathews  
Mr. Robert H. Mauck  
Dr. Prescott D. May Jr.  
Dr. & Mrs. Paul M. McCain  
Mr. Glenn McCutchen  
Mr. Robert M. McFarland Jr.  
Mr. William C. McFee  
Prof. Terry S. McGehee  
Mr. & Mrs. Robert E. McIntosh  
Mr. John W. McIntyre  
Prof. Kate McKemie  
Mr. Calvin B. McLaughlin  
Mr. John C. B. McLaughlin  
Mr. M. E. McMahon  
Mr. M. Shawn McMurray  
Mr. Hector M. McNeill  
Mr. Ellis K. Meacham  
Mr. Roger P. Melton  
Mr. Ernest Merklein  
Mr. W. Robert Mill  
Mr. Robert G. Miller Jr.  
Mr. William A. Mills  
Mr. W. B. Minter  
Mr. Jerrold A. Mirman  
Mr. Carl Moore  
Captain Edward Muhlenfeld  
Mr. Thomas H. Muller Jr.  
Mr. James D. Mullins  
Mr. Malcolm P. Nash III  
Mr. Robert S. Nelson  
Dr. Malcolm B. Niedner Jr.  
Dr. Jeffrey T. Nugent  
Mr. W. Ennis O'Neal  
Mr. & Mrs. R. Lamar Oglesby  
Dr. John G. Oliver  
Mr. Gary L. Orkin  
Dr. Walton H. Owens Jr.  
Mr. Lance W. Otter  
Dr. Hayne Palmour  
Mr. J. E. Parker  
Mr. John E. Parse  
Dr. John H. Patton  
Miss Margaret M. Perry  
Mr. Hugh Peterson Jr.  
Mr. & Mrs. John Plettter Jr.  
Dr. J. Davison Philips  
Dr. John J. Piel  
Mr. J. Douglas Pitts  
Mr. Philip T. Porter  
Mr. George W. Power  
Colonel & Mrs. G. J. Prater Jr.  
Admiral Frank H. Price  
Mr. Robert R. Price  
Dr. Charles R. Propst  
Dr. J. Clayton Pruitt  
Roger K. Quillen  
Mr. & Mrs. Benjamin Quintana  
Mr. Philip Ratterty  
Mr. Robert H. Ramsey  
Mr. Louis Regenstein Jr.  
Dr. James W. Remig  
Mr. B. Scott Rich  
Mr. J. A. Riggs Jr.  
Mr. Leslie Robinson



Mr. Richard G. Rosselot  
 Mr. C. Robert Ruppenthal  
 Mr. Milton Ryan Jr.  
 Mr. Thomas E. Sandefur Jr.  
 Henry C. Sawyer  
 Patrick M. Scanlon  
 Mr. William L. Schafer Jr.  
 Mr. Richard M. Schubert  
 Mary Leslie Scott  
 Mr. Paul B. Scott Jr.  
 Dr. Rickard B. Scott  
 Virginia M. Scott  
 Mr. Robert F. Seaton  
 Dr. William J. Senter  
 Dr. Mary Boney Sheats  
 Mr. William F. Shewey  
 Mr. J. E. Shuey  
 Dr. D. Hal Silcox Jr.  
 Mr. Joseph F. Simmens  
 Mr. G. Ballard Simmons Jr.  
 Mr. Warren M. Sims Jr.  
 Mr. J. H. Skelton  
 Mr. B. Franklin Skinner  
 Mr. Clifford W. Smith Jr.  
 Mr. F. DeVere Smith  
 Mr. and Mrs. Fred W. Smith  
 Mr. Larry D. Smith  
 Mr. W. Sam Smith  
 Mr. Walter A. Smith  
 Mr. William Gilbert Smith  
 Mr. William H. Smith Jr.  
 Dr. Samuel R. Spencer Jr.  
 Mr. Albert G. Spivey Jr.  
 Mr. William W. St. Clair  
 Mrs. M. K. Stamm  
 Dr. Chloe Steel  
 Mr. Robert B. Studley  
 Mr. Joe W. Sullivan Jr.  
 Mr. Brian C. Swanson  
 Mr. & Mrs. John E. Swink  
 Mr. Marion L. Talmadge  
 T. Edwin Tharpe  
 Mr. & Mrs. Paul F. Thiele  
 Mr. C. E. Thompson  
 Dr. & Mrs. W. P. Tinkler  
 Mr. W. McLean Tippins  
 Mr. J. H. Topple  
 Dr. John V. Torbert Jr.  
 Mr. Carl J. Tornbom  
 Mr. & Mrs. George O. Trahus  
 Mr. Charles D. Trawick  
 Mrs. Sandra S. Trawick  
 Dr. Richard K. Truluck Jr.  
 Dr. Roy E. Truslow  
 Mr. William B. Tye  
 Daniel Vargas  
 Mr. Manuel Villavieja  
 Mr. & Mrs. M. B. Wallace Jr.  
 Mr. R. P. Warnock  
 Mr. William M. Watkins II  
 Mr. James R. Wells  
 Mr. Charles W. West Jr.  
 Mr. A. Thomas White  
 Mr. C. C. White Jr.  
 Mr. C. Marlin White  
 Mr. William A. White Jr.  
 Mr. Peter O. Wibell  
 Mr. Carlton E. Wiggins  
 Mr. James A. Wilkerson  
 Mr. J. Richard Wilkins  
 Mr. D. D. Wilkinson  
 Mr. James F. Williams  
 Mr. Thomas R. Williams  
 Mr. Michael J. Willis  
 Mr. Raymond Willoch  
 Mr. Mercer E. Wilson  
 Mr. H. Dillon Winship Jr.  
 Rev. A. Clark Wiser  
 Mr. Albert E. Wisner  
 Prof. Harry Wistrand  
 Penny Rush Wistrand  
 Mr. Richard H. Woodfin  
 Mr. Paul Woodruff  
 Mr. Gerald W. Woods  
 Mr. Presley Daniel Yates Jr.  
 Mr. David H. Young Jr.  
 Mr. & Mrs. W. M. Zarkowsky  
 Mr. Michael J. Zimmer

## Institute

\*\* Annie Shannon Wiley Preston

## Academy

Jean Waring Robson Rooney

## 1906

Ida Lee Hill Irvin

## 1911

Berta Lena David Farrar

## 1912

Martha Hall Young  
 Julia Pratt Smith Slack

## 1914

\*\* Annie Tait Jenkins  
 Linda Miller Summer

## 1915

\*\* Mary West Thatcher

## 1916

Katherine F. Hay Rouse  
 Magara Waldron Crosby

## 1917

Agnes Ball  
 Jane Harwell Heazel  
 Mary Spotswood Payne  
 Katharine B. Simpson

## 1918

Martha Howard Comer  
 Virginia McBee Haugh Franklin  
 Marie Stone Florence  
 Martha Cobb Whitner Simpson

## 1919

\*\* Elizabeth Dimmock Bloodworth  
 Lucy Durr Dunn  
 \*\* Lois Eve Rozier  
 \*\* Julia Ingram Hazzard  
 Verna McKee Corby  
 Annie Silverman Levy  
 Frances Sledd Blake  
 Lulu Smith Westcott  
 Llewellyn Wilburn

## 1920

Margaret Bland Sewell  
 Mary L. Dudley Gross  
 Julia Loriette Hagood Cuthbertson  
 Virginia T. McLaughlin  
 Margaret Eva Sanders Brannon  
 \*\* Mary Beall Weekes Clements  
 Rosalind Warm Council

## 1921

Myrtle C. Blackmon  
 Ida Louise Brittain Patterson  
 Marjorie Busha Haley  
 \*\* Lois Compton Jennings  
 Virginia Fish Tigner  
 Elizabeth Floding Morgan  
 Sophie Louise Hagedorn Fox  
 Helen W. Hall Hopkins  
 Melville Jameson  
 Anna Marie Landress Cate  
 Ruth Laughon Dyer  
 Jean McAlister McAlister  
 Charlotte Newton  
 Edith N. Roark Van Sickle  
 Julia Elizabeth Tomlinson Ingram  
 Evelyn Hope Wade Harwood  
 Marguerite Watkins Goodman  
 Ellen Garnett Wilson Chambliss

## 1922

Agnes Maude Adams Stokes  
 Sarah Alston Lawton  
 Eleanor Buchanan Starcher  
 Cama Burgess Clarkson  
 Helen Burkhalter Quattlebaum  
 Lady Blanche Hearnig Wilbur

Mary Catherine McKinney Barker  
 Ruth Scandrett Hardy  
 Louie Dean Stephens Markey  
 \*\* Laurie Belle Stubbs Johns  
 Alice Whipple Lyons  
 Frances A. White Weems

## 1923

Margaret Frieda Brenner Awtry  
 Lucile Eileen Dodd Sams  
 Maud Foster Stebler  
 Quenelle Harrold Shetfield  
 Viola Hollis Oakley  
 Lillian Tracy Kirby Lewis  
 Jane Marcia Knight Lowe  
 Hazel Lamar Starnes  
 Lucile Little Morgan  
 Josephine Logan Hamilton  
 Elizabeth L. McClure McGeachy  
 Martha McIntosh Nall  
 Susse Margaret Mims Lazenby  
 Elizabeth Washington Molloy Horr  
 Lillian Virginia Moore Rice  
 Fredeva Stokes Ogletree  
 Sara Elizabeth Ransom Hahn  
 Jessie Watts Rustin  
 Margaret Yeager Brackney

## 1924

Anonymous  
 Artie Allford  
 Grace Ola Barger Rambo  
 Ida Bearden Forehand  
 Sara Brandon Ruckey  
 Helen Lane Comfort Sanders  
 Martha Nancy Eakes Matthews  
 Eunice Evans Brownlee  
 Emmie B. Ficklen Harper  
 Sarah Elizabeth Flowers Beasley  
 Mary Frances Gilliland Strakes  
 Selma Gordon Furman  
 Ann E. Hatton Lewis  
 Elizabeth Henry Shands  
 \*\* Kate Higgs Vaughan  
 Victoria Howie Kerr  
 Eliza Barron Hyatt Morrow  
 Corinne Jackson Wilkerson  
 Marguerite C. Lindsey Booth  
 Margaret McDow MacDougall  
 Sara McDowell Joiner  
 Charlotte Boyd McMurray  
 Edna Arnetta McMurry Shadburn  
 Annie Will Miller Klugh  
 Cora Frazer Morton Durrett  
 Pauline Murphy Gradick  
 Weenona Peck Booth  
 Lucy Merle Rhyne Walker  
 Cora L. Richardson  
 Polly Stone Buck  
 Mary Augusta Thomas Lanier  
 Helen Vinnedge Wright Smith

## 1925

Sarah Caldwell Bond Wilder  
 Lulawill Brown Ellis  
 Mary Brown Campbell  
 Louise Ryan Buchanan Proctor  
 Mary P. Caldwell McFarland  
 Catherine Elva Carrier Robinson  
 Elizabeth Cheatham Palmer  
 Agatha Deaver Bradley  
 Josephine Douglass Smith  
 Frances Gardner Welton  
 Lucile Gause Fryxell  
 Alice Carolyn Greenlee Grollman  
 Gertrude Henry Stephens  
 Sallie Elizabeth Horton Lay  
 Margaret Leyburn Hyatt Walker  
 Mary Keesler Dalton  
 Eunice Kell Simmons  
 Georgia May Little Owens  
 Martha Lin Manly Hogshead  
 Anne LeConte McKay Mitchell  
 Mary Ann McKinney  
 Harriet Pade Prouse  
 Eugenia Walton Perkins Harlow  
 Julia F. Pope  
 Ruth Pund McCanless

Margaret Frances Rogers Law  
 Elizabeth Shaw McClamroch  
 Ann Rebecca Shive Rice  
 Carolyn McLean Smith Whipple  
 Ella Blanton Smith Hayes  
 Emily Ann Spivey Simmons  
 Sarah Tate Tomlin  
 Memory Tucker Merritt  
 Mary Belle Walker  
 Virginia Watts Beals  
 Frances White  
 Pocahontas Wright Edmunds  
 Mary Ben Wright Erwin

## 1926

Helen Bates Law  
 Eleanor Berger Blumenthal  
 Virginia Grace Boone Whitton  
 Elizabeth L. Collins Pitts  
 Katharine Cannaday McKenzie  
 Edyth Carpenter Shuey  
 Elizabeth J. Chapman Pirkle  
 Edythe N. Coleman Paris  
 Mary Ellen Colyer  
 Mary Frances Conner Blackmon  
 Louisa D. Duls  
 Gene I. Dumas Vickers  
 Ellen Romey Fain Bowen  
 Edith Gilchrist Berry  
 Juanita Greer White  
 Olive Hall Shadgett  
 Charlotte Anna Hugs Andrews  
 Anne Hubbard Lee  
 Hazel Marcella Huff Monaghan  
 Martha Ivey Farrell  
 Mary Elizabeth Knox Hoppoldt  
 Desvie Gray Kuhlke Anxley  
 Elizabeth Little Meriwether  
 Catherine Slover Mock Hodgins  
 Elizabeth Heidi Moore Kester  
 Josephine Gardner North Eggleston  
 Grace Augusta Ogden Moore  
 Virginia Peeler Green  
 Florence Elizabeth Perkins Ferry  
 Louise Pleitter Ringel  
 Addie Pharr Story  
 Allene Ramage FitzGerald  
 Ethel Reece Redding Niblack  
 Nellie B. Richardson  
 Susan Shadburn Watkins  
 Sarah Quinn Slaughter  
 Elizabeth Snow Tilly  
 Evelyn Sprinkle Carter  
 Margaret Stovall  
 Margaret E. Whittington Davis  
 Virginia Wing Power  
 Rosalie Wootten Deck

## 1927

Evelyn Albright Caldwell  
 Reba Bayless Bover  
 Maurine Bledsue Bramlett  
 Josephine Bridgman  
 Adelaide Cannady Van Voorhies  
 Annette Carter Colwell  
 Dorothy Chamberlain  
 Susan Evans Clayton Fuller  
 Lillian Clement Adams  
 Willie May Coleman Duncan  
 Mildred Cowan Wright  
 Martha Crowe Eddins  
 Mabel Dumas Crenshaw  
 Margaret Edmondson Noonan  
 Emilie Louise Ehrlich Strashburger  
 Mary Reed Ferguson Day  
 Frances Freehorn Pauley  
 Katharine King Gilliland Higgins  
 Vemie Belle Grant Jones  
 Mary Elizabeth Heath Phillips  
 Mary Rebekah Hedrick  
 Martha Elizabeth Henderson Palmer  
 Ann Heys Buchanan  
 Katherine Houston Sheild  
 Mae Erskine Irvine Fowler  
 Maude Jackson Padgett  
 Martha Caldwell Johnston Jones  
 Lelia Barnes Joiner Cooper  
 Ida Landau Sherman

Anne Elizabeth Lilly Swedenberg  
 Louise Lovejoy Jackson  
 Frances Lamar Lowe Connell  
 Elizabeth Lynn Lynn  
 Elizabeth McCallie Snoots  
 Caroline McKinney Clarke  
 Pauline McLeod Logue  
 Ruth McMillan Jones  
 Mildred Anne Morrow Renn  
 Elizabeth Norfleet Miller  
 Miriam Preston St. Clair  
 Douglass Evans Rankin Hughes  
 May Reece Forman  
 Virginia Lowe Sevier Hanna  
 Mamie Shaw Flack  
 Mary Shive  
 Emily W. Stead  
 Edith Strickland Jones  
 Elizabeth Vary  
 \*\* Mary Clinch Weems Rogers  
 Courtney Wilkinson  
 Roberta Winter  
 Mary Louise Woodward Clifton

## 1928

Anonymous  
 Leila Warren Anderson  
 Miriam L. Anderson Dowdy  
 S. Virginia Carrier  
 Patricia H. Collins Dwinell  
 Lucy Mai Cook Means  
 Mary Cunningham Cayce  
 Bersey Davidson Smith  
 Mary Ray Dobyns Houston  
 Madeline Dunsmuir Alston  
 Carolyn Essig Frederick  
 Hattie Gerschow Hirsch  
 Sara Louise Girardeau Cook  
 \*\* Muriel Gritfin  
 Rachel Henderlite  
 Mary Mackey Hough Clark  
 Alice Louise Hunter Rasnake  
 Hilda Kalmon Slager  
 Katherine MacLaurin MacKinnon  
 Lee  
 Mary Bell McConkey Taylor  
 Elizabeth McEntire  
 Gwendolyn McKinnon Oliver  
 Mary Virginia Miller Johnson  
 Lily Mills Hawes  
 Evangeline T. Papageorge  
 Lila Porcher German  
 Martha Doane Riley Stephenson  
 Elizabeth Roark Ellington  
 Mary W. Shepherd Super  
 Mary Elizabeth Shewmaker  
 Mary Elizabeth Stegall Stipp  
 Ruth Thomas Stenmons  
 Edna Volberg Johnson  
 Georgia Watson Craven  
 Nancy Elizabeth Williams Arrington

## 1929

Margaret Andreae Collins  
 Gladys Ruth Austin Mann  
 Therese Barksdale Vinsonhaler  
 Lillie Ruth Bellingrath Pruitt  
 LaRue Berry Smith  
 Virginia Branch Leslie  
 Lucile Ham Bridgman Leitch  
 Miriam Broach Jordan  
 Hazel Brown Ricks  
 Bettina Bush Jackson  
 Virginia Cameron Taylor  
 Dorothy Cheek Callaway  
 Sara Margaret Douglass Thomas  
 Mary Ellis Knapp  
 Nancy Elizabeth Fitzgerald Bray  
 Ethel Freeland Darden  
 Lenore Shelley Gardner McMillan  
 Betty Watkins Gash  
 Elsie McLaurin Gibson  
 Alice Glenn Lowry  
 Marion Rosalind Green Johnston  
 Amanda L. Groves  
 Elizabeth Hatchett  
 Cara Hinman  
 Ella May Hollingsworth Wilkerson

Katherine Hunter Branch  
Dorothy Horton Mount  
Sara Johnston Hill  
Evelyn Josephs Pluter  
Isabel Jean Lumont Dickson  
Geraldine LeMay  
Isabelle Leonard Spearman  
Mary Lou McCall Reddoch  
Eugenia McDonald Brown  
Edith McGranahan Smith T  
Elmore Morgan in McComb  
Julia Mullins Wier  
Esther Nisbet Anderson  
Eleanor Lee Norris MacKinnon  
Susan Lowick Pierce Murray  
Leta Pope Prewitt  
Mary Prina Fowler  
Mary Warren Read  
Esther Rice  
Helen Ridley Hartley  
Angusta Winn Roberts  
Sarah McDonald Robinson Sharp  
Martha Selman Jacobs  
Sally Southerland  
Mary Gladys Stettner Stephenson  
Violet Weeks Miller  
Frances G. Welsh  
Sara Frances Windish Reed  
Ethel Mae Winslow Taylor  
Fatherine Woodbury Williams  
Ruth Worth  
L. H. Wynn Cousins

## 1930

Pauline Francis Adkins Clark  
Walterette Arwood Tinner  
Laura Baker Knight  
Marie Baker Shumaker  
Eleanor Braham Peck  
M. Ruth Bradford Crayton  
Elizabeth Hertzog Branch Johnson  
Frances Persons Brown Milton  
Mary Brown Armstrong  
Ennis E. Campbell Boland  
Lucille Coleman Christian  
Lillian Opie Cook McFarland  
Mary Cope Sweet  
Gladney Cureton  
C. Lucine H. Dorsey  
Clementine Downing Rutenber  
Anne Ehrlich Solomon  
Alice Louise Garrettson Bolles  
Ione Gueth Brodmerkel  
Jane Bailey Hall Hetner  
Polly B. Hall Dunn  
Alice Jerling in Dowling  
Leta Carlton Jones Bunkley  
Katherine Leary Hall and  
June Elizabeth Maloney Officer  
Sarah Neely Marsh Shapard  
Mary McCallie Ware  
Ruth Carolyn McLean Wright  
Frances Messer Jeffries  
Marnie Blanche Miller Rigby  
Edna Lynn Moore Hardy  
Ennis Paula Moore Couch  
Margaret Ogden Stewart  
Shannon Preston Lunning  
Lilli in Adair Russell McBarth  
Nancy Simpson Porter  
Dorothy Daniel Smith  
Martha Stackhouse Gratton  
Sara Townsend Pittman  
Mary P. Trimmell  
Ellen Louise Warfield Tull  
Crystal Hope Wellborn Gregg  
Pauline Willoughby Wood  
Raymond Wilson Craig  
Missouri Taylor Woodford Raine

## 1931

Adele Taylor Arbuckle Logan  
Margaret Askew Smith  
Laura Morrison Brown Logan  
Sara L. Bullock  
Minnier Eleanor Castles Osteen  
Molly Childress Yarbrough  
Marjorie Louise Daniel Cole  
Ellen McDowell Davis Laws

Helen Duke Ingram  
M. Ruth Etheredge Griffin  
Marion Fieldler Martin  
Helen A. Friedman Blackshear  
Jean Grey Morgan  
Carolyn Heyman Germain  
Sarah Dumond Hill Brown  
Octavia Aubrey Howard Smith  
Anne Chapin Hudson Hankins  
Elise C. Jones  
Marian Corinne Lee Hind  
Anne Elizabeth McCallie  
Shirley McPhaul Whitfield  
Katherine Morrow Norem  
Estelle Moyer  
Fanny Willis Niles Bolton  
Ruth Petty Pringle Pipkin  
Katharine Purdie  
Alice Houston Quarles Henderson  
Jeannette Shaw Harp  
Elizabeth Simpson Wilson  
Elizabeth King Smith Crew  
Harriet Smith  
Martha Sprinkle Ratterry  
Mary Sprinkle Allen  
Laehus Stallings Davis  
Cornelia Taylor Strubbs  
Julia Thompson Smith  
Agnes Thorne Henderson  
Martha Tower Dance  
Cornelia Wallace  
Annee Zillah Watson Reitt  
Martha North Watson Smith  
Margaret G. Weeks

## 1932

Virginia M. Allen Woods  
Catherine Baker Evans  
Lela Maude Boyles Smith  
M. Varnelle Brady Perryman  
Penelope H. Brown Barnett  
Margaret Louise Deaver  
Mary Ethie Elhott  
C. Elizabeth Estes Carter  
Grace Fincher Trimble  
Susan Love Glenn  
Nora Garth Gray Hall  
Virginia L. Gray Pruitt  
Ruth Conant Green  
Sara Hollis Baker  
Anne Pleasants Hopkins Ayres  
Elizabeth Howard Reeves  
Alma Fraser Howerton Hughes  
Imogene Hudson Cullinan  
Elizabeth Hughes Jackson  
Pansy Elizabeth Kimble Matthews  
Martha Myers Logan Henderson  
Margaret Johnson Maness Mixon  
Louise McDaniel Musser  
Mary Sutton Miller Brown  
Lila Rose Norfleet Davis  
Mimi O'Beirne Topley  
Mary Claire Oliver Cox  
Saxon Pope Bargerion  
Jane Priscilla Reed Stock  
Margaret Catherine Ridgely Jordan  
Sara Lane Smith Pratt  
Louise Howard Stakely  
Nell Starr Gardner  
Juri Taffar Cole  
Velma Love Taylor Wells  
Miriam Thompson Felder  
Martine Tuller Jowner  
Martha Williamson Riggs  
Diana Dyer Wilson  
S. Lovelyn Wilson Hewward  
Sarah Louise Winslow Tatt  
Louise Lamar Wise Teatord

## 1933

Helen Page Ackerman  
Mary Charles Alexander Parker  
Maude Armstrong Hudson  
Bernice Beatty Cole  
Evelyn Campbell Beale  
Josephine Clark Fleming  
Sarah D. Cooper Freyer  
Ora Craig Stockey  
Frances Duke Pughslay

Margaret Amelia Ellis Pierce  
Helen Etheredge Griffin  
May Belle Evans  
Winona Ewbank Covington  
Mary Felts Sreedman  
Julia Finley McCutchen  
Mary Lillian Garrison  
Margaret Glass Womelord  
E. Virginia Heard Feder  
Lucile Hearsh McDonald  
Anne Hudson Reed  
Mary Hudson Simmons  
Margaret Jones Clark  
Roberta B. Kilpatrick Stubblebine  
Florence Kleybecker Keller  
Caroline Lingle Lester  
Margaret Lorant  
Mildred Miller Davis  
Elizabeth Moore Ambrose  
Eulalia Napier Sutton  
Gail Nelson Blain  
Frances Oglesby Hills  
M. Gilchrist Powell Shirley  
LaTrelle Robertson Duncan  
Mary Louise Robinson Black  
Leticia Rockmore Nash  
Laura Sprivey Massie  
Mary Sturtevant Cunningham  
Marilyn Elizabeth Tate Lester  
Margaret Telford St. Amant  
Johnnie Frances Turner Melvin  
Rosalind Ware Blackard  
Sarah Martha Watson Emery  
Annie Laurie Whitehead Young  
Katharine Wildt Farinholt  
Lucile Woodbury Ranck

## 1934

Frances Eugenia Alexander Russell  
Sarah Austin Zorn  
Ruth Henrietta Barnett Kaye  
Alae Risse Barron Leitch  
Helen Boyd McConnell  
Nelle S. Chamlee Howard  
Pauline Cureton Perry  
Violet Denton West  
Mary Dexter Boyd  
Martha B. Elliott  
Martha England Gunn  
Pauline Gordon Woods  
Lucy Goss Herbert  
Jean Frances Gould Clarke  
Sibyl A. Grant  
Mary Dunbar Grist Whitehead  
Elmor Hamilton Hightower  
Mary Carter Hamilton McKnight  
Elizabeth P. Harbison Edington  
Elaine Faith Heckle Carmichael  
Lillian Louise Herring Rosas  
Margaret Hippee Lehmann  
Elizabeth Johnson Thompson  
Marguerite Jones Love  
Edith Kendrick Osmani  
Louella Jane MacMillan Titchler  
Anna Kathryn Maness Nelson  
Louise McCann Boyce  
Mary McDonald Sledd  
Carrie Lena McMullen Bright  
Ruth Moore Randolph  
Sara Karr Moore Carvey  
Martha Frances Norman  
Frances Mildred O'Brien  
M. Reba Pearson Kaemper  
Hyta Plowden Mederer  
Dorothy Potts Lavendol  
Gladys Moselle Pratt Entrican  
Florence Preston Bockhorst  
Virginia F. Prettymann  
Charlotte Reid Herlhy  
Laura E. Ross Venning  
A. Louise Schuessler Patterson  
Mary Louise Schuman Barth  
Ruth Shippey Austin  
Rosa Shuey Burgess  
Martha Skeen Gould  
Mary Sloan Laird  
Rudene Taffar Young  
Mabel Talmage  
Virginia Lee Tillotson Hutcheson

Marjorie Emily Tindall Clark  
Mary Buford Tindler Kyle  
Tennessee Tipton Butler  
Martha Van Schelven Hill  
Eleanor Luella Williams Knox  
Bella Wilson Lewis  
Johnnie Mae York Rumble

## 1935

Mary T. Adams  
Elizabeth Call Alexander Higgins  
Eleanor Allen Mize  
Martha Allen Barnes  
Dorothea Blackshear Brady  
Marian Calhoun Murray  
Jennie Champion Nardin  
Virginia Coons Clanton  
Mary Lillian Deason  
Fidesah Edwards Alexander  
Frances Espy Smith  
Willie Florence Eubanks Doneho  
Betty G. Fountain Edwards  
Jane Goodwin Harbin  
Carol Howe Griffin Seoville  
Anne Scott Harman Mauldin  
Katherine Hertzka  
Betty Lou Houck Smith  
Anna Humber Little  
Josephine Sibley Jennings Brown  
Caroline Long Sanford  
Frances McCalla Ingles  
Clara McConnell  
Marguerite Morris Saunders  
Clara Morrison Backer  
Nina Parke Hopkins  
Wilbertha Aileen Parker Sibley  
Martha Redwine Rountree  
Grace Robinson Hanson  
Sibyl Rogers Herren  
Marie Simpson Rutland  
Mary Zachry Thompson  
Elizabeth Thrasher Baldwin  
Susan Turner White  
Laura L. Whitner Dorsey  
Jacqueline Woolfolk Mathes  
Elizabeth Young Hubbard

## 1936

Anonymous  
The Class of 1936  
Catherine W. Bares  
Mary Beasley White  
Jane Blair Roberson  
Jane Black Meatsard  
Margaret Brand Haynie  
Meriel Bull Mitchell  
Elizabeth Burson Wilson  
Floyd Butler Goodson  
Alice Chamlee Booth  
Mildred Clark Sargent  
Carolyn Clements Logue  
Margaret Cooper Williams  
Naomi Cooper Gale  
Sara Cureton Prowell  
Florrie Lee Erb Bruton  
Sara Frances Estes  
Mary Estelle Freeman Harris  
Lita Carol Goss Conrad  
Emily Gower Maynard  
Lillian Grimsom Obligado  
Helen Handte Morse  
Lucie Hess Grenger  
Jean Hicks Pitts  
Marjorie Hollingsworth  
Sarah Eunice Hooten Evans  
Mary Lyon Hull Gibbs  
Ruby Hutton Barton  
Frances James Donohue  
Ora Sue Jones Jordan  
Louise Jordan Turner  
Augusta Clayton King Brumby  
Gretchen Kleybecker Chandler  
Carrie Phinney Latimer Duvall  
Sara Lawrence Lawrence  
Kathryn Leopold Johnson  
Gertrude Locier Hutchinson  
Ann Bernard Martin  
Alice McCallie Pressly  
Josephine McClure Anderson

Sarah Frances McDonald  
Dean McKoin Bushong  
Frances Miller Felts  
Rosa Miller Barnes  
Sadie Frances Morrow Hughes  
Sarah Nichols Judge  
Mary Richardson Gauthier  
Evelyn Robertson Jarman  
Reba Frances Rogers Griffith  
Mary Alice Shelton Felt  
Margaret Louise Smith Bowie  
Mary Snow Seigler  
Sarah Spencer Gramling  
Adelaide Stevens Ware  
Emma Ava Stokes Johnson  
Mary Margaret Stowe Hunter  
Cary Strickland Horne  
Willie Lou Sumrall Bengston  
Eugenia Symms Kagy  
Miriam Talmage Vann  
Jane Thomas Tison  
Marie Townsend  
Sarah Turner Ryan  
Virginia Turner Graham  
Mary Vines Wright  
Mary Walker Fox  
Ann Carolyn White Burrill  
Nell White Larsen  
Irene Wilson Neister  
\*\* Catherine Wood LeSourd  
Martha Hall Young Bell

## 1937

Eloisa Alexander LeConte  
Lucile Barnett Mirman  
Frances Belford Olsen  
Edith Belser Wear  
Louise Brown Smith  
Millicent Caldwell Jones  
Virginia Caldwell Payne  
Frances Cary Taylor  
Cornelia Christie Johnson  
Ann Cox Williams  
Lucile Dennison Keenan  
Jane Estes  
Michelle Furlow Oliver  
Annie Laura Galloway Phillips  
Alice Hannah Brown  
Fannie B. Harris Jones  
Barbara Hertwig Meschier  
Ruth Hunt Little  
Dorothy Jester  
Martha Josephine Johnson  
Mary Landrum Johnson Tornbom  
Sarah Johnson Linney  
Catharine Jones Malone  
Molly Laton Jones Monroe  
Mary King Critchell  
Jean Frances Kirkpatrick Cobb  
Martha Sue Lanev Redus  
Florence Lassetter Rambo  
Vivienne Long McCann  
Mary Malone Martin  
Mary Catherine Matthews Starr  
Isabel McCann Brown  
Frances McDonald Moore  
Wita Lee Moreland Padgett  
Ora Muse  
Mary Alice Newton Bishop  
Mary E. Perry Houston  
Brooks Spivey Creedy  
Marie Stalker Smith  
Frances Cornelia Steele Garrett  
Vivienne Elizabeth Trice Ansley  
Evelyn Wall Robbins  
Lillian Whitehurst Corbett  
Betty Gordon Willis Whitehead  
Frances Wilson Hurst

## 1938

Nell Allison Sheldon  
Nettie Mae Austin Kelley  
Dorothy Avery Newton  
Louise Bailey White  
Genevieve Baird Farris  
Mary Alice Baker Low  
Josephine Rose Bertolli Abbissinio  
Elizabeth Blackshear Flinn

Katherine Brittingham Hunter  
 Martha Peek Brown Miller  
 Gene Caldwell Miller  
 Frances E. Castleberry  
 Jean Askew Chalmers Smith  
 Elizabeth Cousins Moxley  
 Margaret Douglas Link  
 Doris Dunn St. Clair  
 Goudyloch Erwin Dyer  
 Mary Lillian Fairly Hupper  
 Mary Myrtice Ford Lallerstedt  
 Anna Katherine Fulton Wilson  
 Mary Elizabeth Galloway Blount  
 Martha Alice Green Earle  
 Hibernia Hassell Cuthbert  
 Ruth Hertka  
 Sarah Pauline Hoyle Nevin  
 Winifred Kellersberger Vass  
 Dorothy Lee Kelly Wood  
 Ola Little Kelly Ausley  
 Mary Anne Kernan  
 Laura Frances Lee  
 Margaret Lipscomb Martin  
 Ellen Little Lesesne  
 Jeanne Matthews Darlington  
 Ursula Mayer von Tessin  
 Betty Ann Maynard McKinney  
 Elizabeth McCord Lawler  
 Lettie W. McKay Van Landingham  
 Gwendolyn McKee Bays  
 Jacquelyn McWhite James  
 Bertha Moore Merrill Holt  
 Nancy Moorer Canrey  
 Margaret Morrison Blumberg  
 Frances Robinson Gabbert  
 Gladys Sue Rogers Brown  
 Joyce Roper McKay  
 Mary Veneria Smith Bryan  
 Grace Tazewell Flowers  
 Julia Telford  
 Anne Claiborne Thompson Rose  
 Mary Nell Tribble Beasley  
 Jane Turner Smith  
 Ellen Verner Scoville  
 Elizabeth Warden Marshall  
 Ella Virginia Watson Logan  
 Zoe Wells Lambert  
 Elsie West Duval  
 Georgianne Wheaton Bower  
 Margaret Osborne Wright Rankin  
 Louise Young Garrett

## 1939

Mary Rice Allen Reding  
 Caroline Armistead Clapp  
 Elizabeth Auberry Granger  
 Betty Aycock Dorris  
 Jean Bailey Owen  
 Ethelyn Boswell Purdie  
 Rachel Campbell Gibson  
 Lelia Carson Watlington  
 Alice Cheeseman  
 Mildred Coir Oates  
 Sarah Joyce Cunningham Carpenter  
 Catherine Farrar Davis  
 Charlotte French Hightower  
 Elizabeth Furlow Brown  
 Dorothy Graham Gilmer  
 Mary Frances Guthrie Brooks  
 Eleanor T. Hall  
 Jane Moore Hamilton Ray  
 Emily Harris Swanson  
 Mary Hollingsworth Hatfield  
 Cora Kay Hutchins Blackwelder  
 Katherine Jones Smith  
 Kathleen Kennedy Dibble  
 Elizabeth Kenney Knight  
 Virginia Kyle Dean  
 Dorothy Nell Lazenby Stipe  
 Emily Hall MacMorland Wood  
 Ella Hunter Mallard Ninesteen  
 Martha Marshall Dykes  
 Emma Moffett McMullen Doom  
 Mary Wells McNeill  
 Marie Merritt Rollins  
 Helen Moses Regenstein  
 Mary Elizabeth Moss Sinback  
 Mary Ruth Murphy Chesnutt  
 Carolyn Myers King

Amelia Nickels Calhoun  
 Lou Pate Jones  
 Mamie Lee Ratliff Finger  
 Jeanne Wilson Redwine Davis  
 Bette Sams Daniel  
 Hayden Sanford Sams  
 Mary Elizabeth Shepherd Green  
 Aileen Shortley Talley  
 Helen N. Simpson Callaway  
 Beryl Spooner Broome  
 Dorothy Still Freeman  
 Mary Frances Thompson  
 Virginia Tulin Guttin  
 Elinor Tyler Richardson  
 Elizabeth Wheatley Malone  
 Mary Ellen Whetsell Timmons  
 Cornelia Whitner Campbell  
 Dixie Woodford Scanling

## 1940

Frances Abbot Burns  
 Betty Alderman Vinson  
 Carolyn Alley Peterson  
 Grace Anderson Cooper  
 Shirley Armentrout Kirven  
 Carrie Gene Ashley  
 Margaret Barnes Carey  
 Evelyn Bary Christman  
 Marguerite Baum Muhlenfeld  
 Marjorie Boggs Lovelace  
 Anna Margaret Bell Brannon  
 Mary Virginia Brown Cappleman  
 Ruth Ann Byerley Vaden  
 Helen Gates Carson  
 Ernestine Cass Dickerson  
 Elizabeth Davis Johnston  
 Lillie Belle Drake Hamilton  
 Anne Enloe  
 Carolyn Forman Piel  
 Annette Franklin King  
 Marian Franklin Anderson  
 Harriet Fuller Baker  
 Mary Lang Gill Olson  
 Florence J. Graham  
 Wilma Griffith Clapp  
 Mary T. Heaslett Badger  
 Bryant Holsenbeck Moore  
 Margaret Hopkins Martin  
 E. Gary Horne Petrey  
 Georgia Hunt Elsberry  
 Eleanor Hutchens  
 Mildred Joseph Colyer  
 Jane D. Knapp Spivey  
 Sally Matthews Bixler  
 Eloise McCall Guyton  
 Mary Virginia McPhaul Blumer  
 Virginia McWhorter Freeman  
 Virginia Milner Carter  
 Sophie Montgomery Crane  
 Mary Frances Moore Culpepper  
 Nell Moss Roberts  
 Beth Paris Moremen  
 Katherine Patton Carsow  
 Irene Phillips Richardson  
 Nell Pinner Wisner  
 Mary Reins Burge  
 Isabella Robertson White  
 Jane Salters Chapman  
 Ruth Slack Roach  
 Harriet Strimmon Davis  
 Peggy Strixrud McCutchen  
 Edith Stover McFee  
 Mary Mac Templeton Brown  
 Emilie Thomas Gibson  
 Henrietta Thompson Wilkinson  
 Emily Underwood Gault  
 Grace Ward Anderson  
 Violet Jane Watkins  
 Willomette Williamson Stauffer

## 1941

Frances Alston Lewis  
 Mary Stuart Arbuckle Osteen  
 Ruth Ashburn Kline  
 Mary Elizabeth Barrett Alldredge  
 Miriam Bedinger Williamson  
 Katherine Benefield Bartlett  
 Neena Broughton Gaines  
 Sabine Brumby Korosy

G. Gentry Burks Bielaski  
 Harriette Cochran Mershon  
 Virginia Collier Dennis  
 Freda Copeland Hoffman  
 Virginia Corr White  
 Doris Dalton Crosby  
 Jean E. Dennison Brooks  
 Martha Dunn Kerby  
 Ethelyn Dyar Daniel  
 Florence Ellis Gifford  
 Louise Claire Franklin Livingston  
 Caroline Wilson Gray Truslow  
 Nancy Joy Gribble Nelson  
 Florrie Margaret Guy Funk  
 Sarah G. Handley  
 Helen Hardie Smith  
 Edith Henegar Bronson  
 Ann Henry  
 Aileen Kasper Borrich  
 Elizabeth D. Kendrick Woodford  
 Helen Klugh McRae  
 Julia Neville Lancaster  
 Alice Rose Lance McAtee  
 Sara Lee Jackson  
 Margaret Lenz Slicer  
 Anne Foxworth Martin Elliott  
 Julia Elizabeth McConnell Park  
 Margaret H. McGarity Green  
 Anna Louise Meiere Culver  
 Marjorie Merlin Cohen  
 Martha Moody Laseter  
 Margaret Murchison Rudel  
 Mary Louise Musser Kell  
 Valgerda Nielson Dillard  
 Margaret Nix Ponder  
 Sarah Frances Parker Lawton  
 Pattie Patterson Johnson  
 Marian Philips Comento  
 Sue Phillips Morgan  
 Georgia Poole Hollis  
 Elta Robinson Posey  
 Laura Sale McDonell  
 Lillian Schwenne Cook  
 Susan Moore Selt Teat  
 Beatrice Shamos Albert  
 Gene Slack Morse  
 Nina May Snead De Montmollin  
 Frances Spratlin Hargrett  
 Elizabeth Stevenson  
 Gay Swagerty Guptill  
 Dorothy Travis Joyner  
 Tommy Turner Peacock  
 Ida Jane Vaughan Price  
 Elizabeth Alden Watt White  
 Grace Walker Moses  
 Cornelia Anne Watson Pruett  
 Mary Scott Wilds Hill  
 Nancy Willstarter Gordon  
 Mary Madison Wisdom  
 Margaret Woodhead Holley

## 1942

Mary Rebekah Andrews McNeill  
 Elizabeth Davidson Bradfield  
 Sherman  
 Betty Ann Brooks  
 Martha Buffalo Davis  
 Edwina Burrus Rhodes  
 Harriett Caldwell Maxwell  
 Anne Chambliss Bateman  
 Elizabeth Clarkson Shearer  
 Sarah Copeland Little  
 Gay Wilson Currie Fox  
 Edith Dale Lindsey  
 Mary Powell Davis Bryant  
 Mary Dale Drennan Hicks  
 Susan Dyer Oliver  
 Margaret Erwin Walker  
 Virginia Franklin Miller  
 Lillian Gish Alfriend  
 Margery Gray Wheeler  
 Kathryn Greene Gunter  
 Margaret Kirby Hamilton Rambo  
 Julia Harry Bennett  
 Margaret Hartsook Emmons  
 Doris Henson Vaughn  
 Frances Hinton  
 Neva Lawrence Jackson Webb  
 Elizabeth Jenkins Willis

Mary Kirkpatrick Reed  
 Jeanne Lee Butt  
 Ila Belle Levie Bagwell  
 Caroline Gertrude Long Armstrong  
 Mary Mildred McQuown Wynne  
 Susanna McWhorter Reckard  
 Betty Medlock Clark  
 Virginia Montgomery McCall  
 Dorothy Nabers Allen  
 Elise Nance Bridges  
 Betty Nash Story  
 Jeanne Osborne Shaw  
 Mary Louise Palmour Barber  
 Julia A. Patch Diehl  
 S. Louise Pruitt Jones  
 Clementina Ransom Louis  
 Betty Robertson Schear  
 Evelyn Saye Williams  
 Helen Schukratt Sutherland  
 Edith Schwartz Joel  
 Mary Seagle Edelblut  
 Myrtle Seckinger Lightcap  
 Margaret Shetrall Chester  
 Marjorie Simpson Ware  
 E. Elise Smith Bischoff  
 Rebecca L. Stamper  
 Eleanor Jane Stillwell Espy  
 Jane Taylor White  
 \* Mary Olive Thomas  
 Frances Tucker Johnson  
 M. Virginia Warkins Johansen  
 Alra Webster Payne  
 Dorothy Ellen Webster Woodruff  
 Myrce Elizabeth Wells Maas  
 Olivia White Cave  
 Annie Wilds McLeod

## 1943

Emily Anderson Hightower  
 Mary Anne Atkins Paschal  
 Mary Jane Auld Linker  
 Mamie Sue Barker Woolf  
 Betty F. Bates Fernandez  
 Anna Branch Black Hansell  
 Mary Blakemore Johnston  
 Lillian P. Boone Ridley  
 Mary Carolyn Brock Williams  
 Swanna Elizabeth Henderson  
 Cameron  
 Flora Campbell McLain  
 Alice W. Clements Shinall  
 Mary Ann Cochran Abbott  
 Joella Craig Good  
 Laura Cumming Northey  
 Martha Dale Moses  
 Jane Dismore Lowe  
 Betty DuBose Skiles  
 Jeanne Eakin Salyer  
 Anne Frierson Smoak  
 Nancy Green Carmichael  
 Susan Gurhine Fu  
 Helen Haden Hale Lawton  
 Dorothy Holloran Addison  
 Mardia Hopper Brown  
 Sally Sue Howe Bell  
 Imogene Hunt King Stanley  
 Mary Littlepage Lancaster  
 Codrington  
 Leona Leavitt Walker  
 Sterly Lebey Wilder  
 Bennie Linzy Sadler  
 Mary Essell Martin Rose  
 Marna Rose McGarrugh Cupp  
 Dorothy Nash Daniel  
 Anne Paisley Boyd  
 Betty Pegram Sessions  
 Patricia Elizabeth Perry Reiss  
 Macie Laura Pickrell Bush  
 Frances Radford Mauldin  
 Hannah Lee Reeves  
 Catherine Bizzell Roberts Shanks  
 Ruby Rosser Davis  
 Clara Rountree Couch  
 Caroline Leiby Smith Hassell  
 Helen Virginia Smith Woodward  
 Aileen Still Hendley  
 Regina P. Stokes Barnes  
 Mabel Stowe Query  
 Mary Elizabeth Ward Danielson

Barbara E. Wilber Gerland  
 Katherine Wilkinson Orr  
 Katherine Wright Philips

## 1944

Ellen Arnold Gottrell  
 Betty Ashcraft Senter  
 Betty Bacon Skinner  
 Mary Ann Bartfield Bloodworth  
 Zella Lorvea Barnett Morrison  
 Virginia Barr McFarland  
 Louise Clare Redmer Baldwin  
 Claire Bennett Kelly  
 Marquette Bless McInnis  
 Mary Blaxton English  
 Louise Breedin Grathits  
 Mary Carr Townsend  
 Margaret Elizabeth Carhart  
 Hilburn  
 Jean Clarkson Rogers  
 Frances Margaret Cook Crowley  
 Barbara Jane Daniels  
 Agnes Douglas Kientzel  
 Mary Louise Duttie Philips  
 Anna Young Eagan Goodhue  
 Elizabeth Edwards Wilson  
 Sara Florence  
 Mary Pauline Garyn Keen  
 John Harvard Warnock  
 Catherine Stewart Killock  
 Thoman  
 June Lanier Wagner  
 Martha Ray Lassiter Storey  
 May Lyons Collins  
 Lois Annette Martin Busby  
 Mary Florence McKee Anderson  
 Aurie Montgomery Miller  
 Jessie Newbold Kennedy  
 Betty Scott Noble  
 Katherine Eleanor Philips Long  
 Margaret Chisby Powell Flowers  
 Virginia Reynolds McElrath  
 Anne Sale Weydert  
 Marjorie Smith Stephens  
 Anna Katherine Sullivan Huttmaster  
 Katherine Thompson Mangum  
 Johnnie Mae Tippen  
 Marjorie Tippins Johnson  
 Martha Trimble Wapensky  
 Nell Gardiner Turner Spertel  
 Betty J. Vecsey  
 Mary Frances Walker Blount  
 Mary E. Walker  
 Mary Cromer Walker Scott  
 Betty C. Williams Stottel  
 Oneida Woolford

## 1945

Ruth Anderson Stall  
 Mary Barbara Azar Maloot  
 Carol Anne Barge Mathews  
 Mildred Beman Stegall  
 Anabel Bleckley Donaldson  
 Elizabeth Blincoe Edge  
 Frances Brougher Garman  
 Ann Campbell Hulett  
 Betty Campbell Wiggins  
 Elizabeth Carpenter Bardin  
 Emma Virginia Carter Caldwell  
 Marjorie Cole Kelly  
 Hansell Cousar Paine  
 Mary Cumming Fitzhugh  
 Lillian Mae Dalton Miller  
 Elizabeth Daniel Owens  
 Harriette Daugherty Howard  
 Elizabeth Davis Shingler  
 Mary Anne Derry Triplett  
 Ruth Doggett Todd  
 Polly Greene Drinnon Lance  
 Anne Egan Ballard  
 Pauline Eric Wechsler  
 Jane Everett Knox  
 Elizabeth Farmer Gaynor  
 Joyce Freeman Martine  
 Barbara Frink Allen  
 Elizabeth Glenn Stow  
 Elizabeth E. Gribble Cook  
 Marjorie Lorene Haddick  
 Richardson

Marjorie Anne Hall King  
Betty Jane Hancock Moore  
Florence Harrison North  
Mia-Lotte Hecht Owens  
Emily Higgins Bradley  
Leila Burke Holmes  
Jean Hood Booth  
Mary Alice Hunter Ratliff  
Kittie Kay Norment  
Susan Kirtley White  
Jane Kreiling Mell  
Mary Louise Law  
Marion Leathers Kuntz  
Martha Jane Mack Simons  
Bernie Manning Ott  
Dorothy Rounelle Martin  
Molly Milam Inseem  
Sue L. Mitchell  
Mary Munroe Brown  
J. Scott Newell Newton  
Gloria Jeanne Newton Snipes  
Margaret Virginia Norris  
Mary Neely Norris King  
Betty Lynn Reagan  
Isabel W. Rogers  
Jean Satterwhite Harper  
Sara Saul  
Marilyn Aldine Schroder  
Timmerman  
Margaret Shepherd Yates  
Bess Sheppard Poole  
Emily Singletary Garner  
Julia Slack Hunter  
Laura Joan Stevenson Wing  
Lois Sullivan Kay  
Bonnie Mary Turner Buchanan  
Mary Ann Elizabeth Turner Edwards  
Suzanne Watkins Smith  
Kate Webb Clark  
Frances Louise Wooddall Talmadge

## 1946

Jeanne Addison Roberts  
Vicky Alexander Sharp  
Mary Lillian Allen Wilkes  
Martha Clark Baker Wilkins  
Margaret Bear Moore  
Lucile Beaver  
Helen Beidelman Price  
Louise Isaacson Bernard  
Mary Jane Bowman Fort  
Emily Ann Bradford Bates  
Kathryn Burnett Gatewood  
Mary C. Carrell  
Mary Ann Courtenay Davidson  
Joan A. Crangle Hughes  
Edwina B. Davis  
Eleanor Davis Scott  
Mary Duckworth Gellerstedt  
Conradine Fraser Riddle  
Harriet Frierson Crabbs  
F. Jean Fuller Hall  
Louise P. Gardner Mallory  
Shirley Graves Cochran  
Jeanne Hale Shepherd  
Nancy Hardy Abberger  
Margaret Henegar Broudy  
Juanita Hewell Long  
Elizabeth Horn Johnson  
Betty Howell Traver  
Mary Helen Hurt Motley  
Lura Johnston Watkins  
Marjorie Karlson  
Barbara Kincaid Trimble  
Marianna Kirkpatrick Reeves  
Ann Stratton Lee Peacock  
Mary Elizabeth Martin Crossman  
Harriett T. McAllister Loving  
Mildred McCain Kinnard  
Mary F. McConkey Reimer  
Mary Cobb McEver Lester  
Elizabeth Miller Turner  
Anne D. Murrell Courtney  
Marjorie Nash Bolen  
Jane Anne Newton Marquess  
Ann Gilmore Noble Dyk  
Anne Neuell Wiant  
Elizabeth Osborne Rollins  
Celesta Powell Jones

Anne Register Jones  
Louise Noell Reid Strickler  
Eleanor Reynolds Verdery  
Betty Jane Robinson Boykin  
Jean Rooney Routh  
Mary Russell Mitchell  
Ruth Ryner Lay  
Mary Jane Schumacher Bullard  
Margaret Scott Cathey  
Betty Smith Satterwhite  
Martha Stevenson Fabian  
Jean Stewart Stratton  
Doris Street Thigpen  
Martha Sunkes Thomas  
Marguerite Toole Scheips  
Peggy Trice Hall  
Lucy Frye Turner Knight  
Maud Van Dyke Jennings  
Dorothy Elizabeth Wallace Patterson  
Verna Weems Macbeth  
Elizabeth Weinschenk Mundy  
Winifred Wilkinson Hausmann  
Eva Williams Lemison  
F. Elizabeth Woodward Ellis

## 1947

Marie Adams Conyers  
Elizabeth Andrews Lee  
Glaxell Beale Smalley  
Alice Beardsley Carroll  
Dale Bennett Pedrick  
June Bloxton Dever  
Marguerite Born Hurnsby  
Kathleen Buchanan Cabell  
Anne Burckhardt Block  
Eleanor Calley Cross  
Charlotte Clarkson Jones  
Jane Cooke Cross  
Martha Elizabeth Crabill Rogers  
Helen Catherine Cutrie  
Virginia Dickson Philips  
Anna George Dobbins  
Anne Eidson Owen  
Ruth Ellis Hunley  
Mary Jane Fuller Floyd  
Dorothy Nell Galloway Fontaine  
Mary Katherine Glenn Dunlap  
Gene Goode Bailey  
Polly Grant Dean  
Myrnelle Blue Grove Harris  
Aenes Harnsberger Rogers  
Gener Heery Barron  
Peggy Pat Horne Martin  
Ann Hough Hopkins  
Louise Lallande Hoyt Minor  
Anne Hill Jackson Smith  
Marianne Jeffries Williams  
Kathryn Johnson  
Rosemary Jones Cox  
Margaret Kelly Wells  
Theresa Kemp Setze  
Ann Hagood Martin Barlow  
Marguerite Mattison Rice  
Edith Merrin Simmons  
Helen Owen Calvert  
Mary Nell Orment Pingree  
Florence Paisley Williams  
Angela Pardington Lloyd  
Betty Lou Patterson King  
Dorothy Peace Ramsaur  
Betty Jean Radford Mueller  
Jeanie Rantz Schoelles  
Anne H. Rogers  
Ellen Van Dyke Rosenblatt Caswell  
Lorena Jane Ross Brown  
Nellie Scott Pritchett  
Nancy Shelton Parrott  
Sarah E. Smith Austin  
Caroline Squires Rankin  
Elizabeth W. Turner Marrow  
May Turner Engeman  
Mary Mayo Wakefield Tipton  
L. Elizabeth Walton Callaway  
Ann Wheeler Timberlake  
Emma Jean Williams Hand  
Barbara Wilson Montague  
Laura Winchester Hawkins  
Betty Ann Zeigler De La Mater

## 1948

Dabney Adams Hart  
Jane Woodward Alsobrook Miller  
Virginia Andrews Trovillion  
Rose Ellen Armstrong Sparling  
Peggy Camille Baker Cannada  
Ruth Bastin Slente  
Martha Ellen Beacham Jackson  
Mary Bellingrath Mobley  
Barbara Blair  
Lela Anne Brewer  
Betty Jean Brown Ray  
Barbara Jane Cuth Ricker  
Mary Alice Compton Osgood  
Martha Ann Cook Sanders  
Edna Claire Cunningham Schooley  
Jane da Silva Montague  
Susan Lawton Daugherty  
Nancy Deal Weaver  
Adele Dieckmann McKee  
Betty Jo Doyle Fischer  
June Hamlet Driskill Weaver  
Elizabeth Dunn Grunwald  
Anne Ezzard Eskew  
Josephine Faulkner James  
Nancy Jean Geer Alexander  
Harriet Gregory Heriot  
Martha Frances Hay Vardeman  
Jean Henson Smith  
Kathleen Hewson Cole  
Caroline Hodges Roberts  
Nan Honour Watson  
June Irvine Torbert  
Mary Elizabeth Jackson Etheridge  
Anne Elizabeth Jones Crabill  
Mildred Claire Jones Colvin  
Mary Sheely Little Miller  
Marybeth Little Weston  
Alice Lyons Brooks  
Mary Manly Ryman  
Myrtice Jeanette Marianni  
Donaldson  
Louise McLaurin Stewart  
Lora Jennings Payne Miller  
Betty Powers Crisp  
Billie Mae Redd Chu  
Harriet Elizabeth Reid  
Ruth Richardson  
Anna Clark Rogers Sawyer  
Jane Rushin DeVaughn  
Zollie Anne Saxon Johnson  
Rebekah Scott Bryan  
Anne Shepherd McKee  
Marian Elsie Travis  
Anne Page Violette Harmon  
Lida Walker Askew  
Barbara Waugaman Thompson  
Sara C. Wilkinson  
Emily Whittier Wright Cumming  
Margaret Yancey Kirkman

## 1949

Billie Rita Adams Simpson  
Eugenia Lyle Akin Martin  
Marilda Caroline Alexander  
Mary Jo Ammons Jones  
Beverly Baldwin Alba  
Betty Blackmon Kinnert  
Susan Dowdell Bowling Dudney  
Frances Brannan Hamrick  
Margaret Elizabeth Brewer Kaye  
Betty Ann Bridges Corrie  
Roberta Cathcart Hopkins  
Mary Price Coulling  
Lenora M. Cousar Tubbs  
Alice Crenshaw Moore  
Jo Culp Williams  
Marie Cuthbertson Faulkner  
June B. Davis Haynie  
Bettie Davison Bruce  
Betsy Deal Smith  
Jane David Etard Watkins  
Sally Ellis Mitchell  
Betty Jeanne Ellison Candler  
Kate Durr Elmore  
Evelyn Foster Henderson  
Katherine A. Gettkens  
Martha Goddard Lovell

Mary Elizabeth Hays Babcock  
Henrietta Claire Johnson  
Charlotte Rhett Lea Robinson  
Harriet Ann Lorton Major  
Katherine B. McKoy Ehling  
Ivy Morris Dougherty  
Nancy Parks Donnan  
Patty Persohn  
\*\* Mary Helen Phillips Hearn  
Virginia Lynn Phillips Mathews  
Marguerite Pittard Bullard  
Dorothy Jane Porter Clements  
Georgia Powell Lemmon  
Dorothy Quillian Reeves  
Betty Jo Sauer Mansur  
Elizabeth Wood Smith  
Sharon Smith Cutler  
Miriam Steele Jackson  
Edith Stowe Barkley  
Rachael Stubbs Farris  
Doris Sullivan Tipples  
Jean Tollison Moses  
Newell Turner Parr  
Virginia Vining Skelton  
Val von Lehe Williams  
Willa Wagner Beach  
Martha Reed Warlick Brame  
Julia Weathers Wynne  
Olive Askew Wilkinson Turnipseed  
Mary Jeannette Wilcoxson Peterson  
Elizabeth Williams Henry  
Harriette Winchester Hurley  
Johanna Wood Zachry

## 1950

Helen Elizabeth Austin Callaway  
Jo-Anne Christopher Cochrane  
Cama Clarkson Merritt  
Betty Jean Combs Moore  
Jane Cook Miller  
Catherine Davis Armfield  
Dorothy Davis Yarbrough  
Martha Jane Davis Jones  
Katherine Dickey Bentley  
Elizabeth Dunlap McAshley  
Diana Durden Woodson  
Helen Edwards Propst  
Claire Foster Moore  
Ann Dalpe Gebhardt Fullerton  
Frances Marie Givens Cooper  
Margaret Glenn Lyon  
Ann Griggs Foster  
Mary Ann Hachrel Hartman  
M. Anne Haden Howe  
Sarah Hancock White  
Marie Heng Heng  
Jessie A. Hodges Kryder  
Marguerite Jackson Gilbert  
Lillian Lasseter Pearson  
Adele Lee Dowd  
Norah Anne Little Green  
Marjorie Major Franklin  
Alline B. Marshall  
Harriot Ann McGuire Coker  
Miriam Mitchell Ingman  
Jean Niven Morris  
Pat Overton Webb  
Polly Anna Philips Harris  
Joann Plastre Britt  
Emily Pope Drury  
Eleanor Ryan Eskridge  
Ann Sartain Emmett  
Virginia Skinner Jones  
Martha Elizabeth Stowell Rhodes  
Sally Thompson Aycock  
Isabel Truslow Fine  
Dorothy Faye Tynes Dick  
Mary Ida Wilson

## 1951

Dorothy Elizabeth Adams Knight  
Nancy Anderson Benson  
Mary Hayes Barber Holmes  
Noel Halsey Barnes Williams  
Su Boney Davis  
Nancy Cassin Smith  
Jimmie Lee Cobble Kimball  
Anna DeVault Haley  
Freddie Marilyn Hachtel Daum

Virginia Dunn Palmer  
Virginia Feddeman Kerner  
Nell Floyd Hall  
Sara Luverne Floyd Smith  
Betty Jane Foster Deadwyler  
Carolyn Galbreath Zehnder  
Anna Gounaris  
Cornelia Hale Bryans  
Nancy Lu Hudson Irvine  
Ellen Clyde Hull Keever  
Margaret Hunt Denny  
Sara Beth Jackson Hertwig  
Kay Laufer Morgan  
Virginia Arnold Leonard  
Mary Caroline Lindsay  
Katharine Loemker Kokomoor  
Mary Louise Mattison McLaurin  
Janette Mattox Calhoun  
Jimmie Ann McGee Collings  
Sarah McKee Burnside  
Joan Miller Houston  
Martha McGregor Mitchell Smith  
Julianne Morgan Garner  
Tiny Marguerite Morrow Mann  
Carol Louise Munger  
Eliza Pollard Mark  
Barbara Quattrebaum Parr  
Elizabeth J. Rice Land Perkins  
C. Wilton Rael Sadler  
Mary Roberts Davis  
Stella Louise Robey Logan  
Louise Sanford Burner  
Annelle Simpson Kelly  
Caronelle Smith Smith  
Jenelle Spear Spear  
Martha Ann Segar  
Marjorie H. Stokes Strickland  
Ruth Vineyard Cooner  
Catherine Warren Dukehart  
Joan Cotty White Howell  
Bettie Shipman Wilson Weakley  
Eugenia Wilson Collins  
Ann Marie Woods Shannon  
Betty Ziegler Dunn

## 1952

Charlotte Allsmiller Crosland  
Margaret Andes Okarma  
Marie Street Boone Balch  
Ann Boyer Wilkerson  
Mary Jane Brewer Murkett  
Barbara H. Brown Page  
Jeannine Byrd Hopkins  
June L. Carpenter Bryant  
Sybil Corbett Riddle  
Patricia Cortelyou Winship  
Londis Cotten Gunn  
Catherine Crowe Dickman  
Carolyn Denson Channon  
Theresa Dokes Hutchison  
Sarah Emma Evans Blair  
Elizabeth Finney Kennedy  
Shirley Ford Baskin  
Kathryn Martha Freeman Stelzner  
Phyllis Galphin Buchanan  
Kathryn Gentry Westbury  
Jackie Simmons Gow  
Barbara Grace Palmour  
Susan Hancock Findley  
Mattie E. Hart  
Ann Titin Hays Greer  
Shirley Heath Roberts  
Ann Herman Dunwoody  
Betty Holland Boney  
Mary Carolyn Holliday Manley  
Margaret Inman Simpson  
Jean Isbell Brunie  
Louise Monroe Jett Porter  
Margaret Ann Kaufmann Shulman  
Helen Frances Land Ledbetter  
Mary Jane Lagen Jordan  
Alice Lowndes Ayers  
Mary Frances Martin Rolader  
Elizabeth Wynelle Melson Patton  
Sylvia Moutos Mayson  
Ann Parker Lee  
Hilda Privitera  
Catherine L. Redles  
Lillian Ritchie Sharran

Helen Jean Roberts Seaton  
Adelaide Ryall Beall  
Frances Sells Grimes  
Betty Jane Sharpe Cabaniss  
Margaretta W. Lumpkin Shaw  
Katherine Jeanne Smith Harley  
Winnie Stotzer Hoover  
Patricia Thomason Smallwood  
Frances Vandiver Puckett  
Sara Veale Daniel  
Jo Camille Watson Hospadaruk  
Alta Waugaman Miller  
Ruth Whiting Culbreth  
Lorna A. Wiggins  
Sylvia Williams Ingram  
Jane Windham Chesnut  
Anne Winingham Sims  
Florence Worthy Griner

## 1953

Charlotte Allain Von Hollen  
Allardyce Armstrong Hamill  
Geraldine Fay Armstrong Boy  
Evelyn Bassett Fuqua  
Dorothy Ann Baxter Chorba  
Mary Alverta Bond  
Georganna Buchanan Johnson  
Betty M. McLellan Carter  
Mary Jo Chapman Corrao  
Edgerly Louise Clark Lindsley  
Eunice Turner Connally  
Virginia Corry Harrell  
Margaret Cousar Tooke  
Jane Crayton Davis  
Jane Dalhouse Harley  
Donya Dixon Ransom  
Susan Walton Dodson Rogers  
Rene Dudney Lynch  
Donna Dugger Smith  
Frances Carol Edwards Turner  
Patricia Ann Fredriksen Stewart  
Mary Anne Garrard Jernigan  
Betty Ann Green Rush  
Sarah Crewe Hamilton Leathers  
Florence May Hand Beutell  
Virginia Claire Hays Klettner  
Keller Henderson Barron  
Betsy Lee Hodges Sterman  
Mary Holland Archibald  
Margaret Hooker Hartwein  
Ellen Earle Hunter Brumfield  
Anne Wortley Jones Sims  
Rosalynd Kennedy Corthran  
Helen Patton Martin Montgomery  
Jerry Lee Mauldin Curry  
Martha Carlene Nickel Elrod  
Martha Virginia Norton Caldwell  
Lilla Kate Parramore Hart  
Sue Peterson Durline  
Mary Ripley Warren  
Mary Beth Robinson Stuart  
Shirley Samuels Bowden  
Rita May Scott Cook  
Dianne Shell Rousseau  
Priscilla Sheppard Taylor  
Margaret Thomason Lawrence  
Anne Thomson Sheppard  
Charline Tritton Shanks  
Helen Tucker Smith  
Vivian Lucile Weaver Martland  
Barbara West Erwin  
Mary Ann Wyatt Chastain

## 1954

Valeria North Burner Orr  
Jane Crook Cunningham  
Jean Drumheller Wright  
Harriet Durham Maloot  
Martha Duval Swartwout  
Joan Fagan  
Florrie Fleming Corley  
Virginia Lee Floyd Tillman  
Chor Jee Goh Chow  
Ellen Griffin Corbett  
Martha Guillot Thorpe  
Katharine G. Hefner Gross  
Louise McKinney Hill Reaves  
Eleanor Hutchinson Smith

Carol Lynn Johnston Oates  
Carol Jones Hay  
Patricia Anne Kent Stephenson  
Mitzi Kiser Law  
Catherine Kite Hastings  
Caroline Lester Haynes  
Ruth Mallette Kelly  
Betty Jo McCastlain Downey  
Helen H. McGowan French  
Mary Louise McKee Hagemeier  
Clara Jean McLanahan Wheeler  
Joyce Elizabeth Munger Osborn  
Anne R. Patterson Hammes  
Selma Anita Paul Strong  
Judith Promitt Marine  
Mary Newell Rainey Bridges  
Caroline Reimero Kemmerer  
Betty Stein Melaver  
Anne Craig Sylvester Booth  
Joanne Elizabeth Varner Hawks  
Kathleen Whirfield Perry  
Gladys C. Williams Sweat  
Llewellyn Wommack  
Chizuko Yoshimura Kojima

## 1955

Joan Adair Johnston  
Betty Lucile Akerman Shackleton  
Carolyn Alford Beary  
Sara Anne Arkinson Wilburn  
Trudy Aubrey Wahle  
Peggy Frances Bridges Maxwell  
Lucile Brookshaw  
Susanna May Byrd Wells  
Georgia Belle Christopher  
Constance Curry  
Caroline Cutts Jones  
Lillian Dixon Boylston  
Sara Dudney Ham  
Helen Fokes Farmer  
Jane Gaines Johnson  
Elizabeth Grafton Greer  
Lettie Gratton Stockley  
Gracie Greer Phillips  
Jo Ann Hall Hunsinger  
Patty Hamilton Lee  
Ann Louise Hanson Merklein  
Jeanne Heisley Adams  
Ann Hemperley Dobbs  
Helen Jo Hinchey Williams  
Mary Pauline Hood Gibson  
Mary Carol Huffaker Platzeck  
Beverly Anne Jensen Nash  
Mary Alice Kemp Henning  
Mary Love Lheureux Hammond  
Sallie Lambert Jackson  
Jeanne Levie Berry  
Catherine Louise Lewis Callaway  
Evelyn Mason Newberry  
Callie C. McArthur Robinson  
Sara Minta McIntyre Bahner  
Peggy Anne McMillan White  
Pauline Turley Morgan King  
Patricia Paden Matsen  
Sarah Katherine Petty Dagenhart  
Peggy Pfeiffer Bass  
Ruth Lester Posey Dement  
Joan Pruitt McIntyre  
Louise Robinson Singleton  
Margaret Rogers Lee  
Anne Rosselot Clayton  
Dorothy Sands Hawkins  
Betty Jane Schaufele  
Agnes Milton Scott Willoch  
Evelyn R. Stegar Hendrix  
Harriet Stovall Kelley  
Clif Trussell  
Sue Walker Goddard  
Pauline Waller Hoch  
Ouida Carolyn Wells  
Elizabeth Anne Wilson Blanton

## 1957

Lillian W. Alexander Balentine  
Elizabeth Ansley Allan  
Peggy Beard Baker  
Susanne Benson Darnell  
Elizabeth Ann Bohlender Bazell  
Elizabeth Bond Booser  
Joyce Brownlee  
Miriam Cale Harmon  
Betty Carmichael Maddox  
May Chism  
Kathryn Cole Butler  
Frances Cork Engle  
Betsy Crapps Burch  
Catharine Allen Crosby Brown  
Becky Deal Geiger  
Laura Dryden Taylor  
Dede Farmer Grow  
Sally Forester Logue  
Sally Fortson McLemore  
Jeannine Frapart Row  
Virginia Fuller Lewis  
Catherine Girardeau Brown  
Grace Molineux Goodwin  
Patricia Guynup Corbus  
Marian Hagedorn Briscoe  
Hazel Hall Burger  
Carolyn Herman Sharp  
Margaret Hill Truesdale  
Byrd Hoge Bryan  
Frances Holtsclaw Berry  
Frances Patterson Huffaker  
Jacqueline Johnson Woodward  
Rachel King

Carolyn Langston Eaton  
Elaine Lewis Hudgins  
Nancy Love Crane  
Marilyn McClure Anderson  
Suzanne McGregor Dowd  
Dot McLanahan Watson  
Frances McSwain Pruitt  
Mollie Merrick  
Margaret Minter Hyatt  
Jane Moore Keesler  
Martha Jane Morgan Petersen  
Jackie Murray Blanchard  
Mildred Nesbit Hillard  
Suzella Burns Newsome  
Nancy Nixon McDonough  
Jean Price Knapp  
Dorothy Rearick Malinin  
Virginia Redhead Bethune  
Dannie Reynolds Horne  
Martha Jane Riggins Brown  
Jackie Rountree Andrews  
Jene Sharp Black  
Ann Norris Shires Penuel  
Joyce Skelton Wimberly  
Carolyn Smith Galt  
Nancy Snipes Johnson  
Wynelle Strickland McFather  
Emiko Takeuchi  
Anne Terry Sherren  
Mary Thacker Cohen  
Sara Townsend Holcomb  
Julia Weathers Hart  
Nancy Wheeler Dooley  
Anne S. Whitfield  
Eleanor Wright Linn

## 1958

Nancy Alexander Johnson  
Anna Fox Avil Stribling  
Rebecca A. Barlow  
Mary Diamond Byrd Davis  
Diana Carpenter White  
Grace Chao  
Jean Clark Sparks  
Mary Helen Collins Williams  
Nancy Alice Niblack Dantzier  
Martha Davis Rossetol  
Joie Sawyer Delatfield  
Elizabeth Hanson Duerr  
Hazel Ellis  
Nelle Fambrough Melton  
Rebecca R. Fewell  
Frankie Flowers Van Cleave  
Elizabeth Geiger Wilkes  
Patricia Gover Bitzer  
Eileen Graham McWhorter  
Helen Hachtel Haywood  
Joann Hill Hathaway Merriman  
Sara Margaret Heard White  
Catherine Hodgin Olive  
Susan Hoge Griffith  
Eleanor Kallman Roemer  
Nora Alice King  
Carlanna Lindamood Hendrick  
Sheila M. MacConochie Ragsdale  
Carolyn Magruder Ruppenthal  
Maria Menefee Martoccia Clifton  
Janice Matheson Rowell  
Mary Louise McCaughan Robison  
Anne McWhorter Butler  
Martha Meyer  
Judy Nash Gallo  
Martha Ann Oeland Hart  
Phia Peppas Kanellos  
Caroline Phelan Touchton  
Blythe Posey Ashmore  
Louise Ports French  
Grace Robertson McLendon  
Celeste Rogers Thompson  
Caroline Romberg Silcox  
Joan Sanders Whitney  
Elizabeth Shumaker Goodman  
Nancy Holland Sibley  
Shirley Sue Spackman May  
Joan St. Clair Goodhew  
Langhorne Sydnor Mauck  
Harriet Talmadge Mill  
Delores Ann Taylor Yancey  
Carolyn Tinkler Ramsey

Marilyn Tribble Witrner  
Gene Allen Remero Vargas  
Rosalynd Warren Wells  
Mary Ruth Watson  
Margaret Woodfolk Webb

## 1959

Theresa Adams Parkins  
Suzanne Bailey Stuart  
Llewellyn Bellamy Pace  
Kathleen Elizabeth Brown Etard  
Mary Clayton Bryn DuBard  
India C. Clark Benton  
Betty Ann Cobb Rowe  
Helen C. Culpepper Stacey  
Leonece Davis Pinnell  
Dale Fowler Dick Halton  
Caroline H. Dudley Bell  
Mary Dunn Evans  
Marjorie Erickson Charles  
Jan Lyn Fleming Nye  
Gertrude Florid van Luyk  
Patricia Forrest Davis  
Lynn Frederick Williamson  
K. Jo Freeman Dunlap  
Betty Garrard Saba  
Judy George Johnson  
Suzanne Goodman Elson  
Theresa Alice Hand Du Pre  
Harriet Ann Harrell Bogue  
Mary Harris Markwalter  
Mary Ann Henderson Johnson  
Martha W. Holmes Keith  
Sidney Mack Howell Fleming  
B. Wynn Hughes Labor  
Audrey Johnson Webb  
Jane King Allen  
Jane Kraemer Scott  
Barbara Lake Finch  
Fleanor E. Lee McNeill  
Patricia Lenhardt Biers  
Mildred Ling Wu  
Helen Scott Maddox Giffard  
Marjorie Virginia Muller Mairs  
Margaret Ward Abernethy Martin  
Leah Elizabeth Matthews Fontaine  
Ruby Anita McCurdy Gaston  
Lila E. McGeachy Ray  
Martha Jane Mitchell Griffin  
Anne Louise Moore Eaton  
Donalyn Moore McTier  
Mary Joan Morris Hurlbutt  
Ann Rivers Payne Hurcheson  
Mary Paula Pilkenton Vail  
Caroline Pruitt Hayes  
Lucy Puckett Leonard  
Jean Salter Reeves  
Susanne Robinson Hardy  
Frances Carol Rogers Snell  
Helen Smith Rogers  
Anne Taylor Selph MacKay  
Marianne Sharp Robbins  
Irene Shaw Grigg  
Anita Sheldon Barton  
Roxana Speight Colvin  
Annette Teague Powell  
Edith L. Tritton White  
Nancy Trowell Kearns  
Barbara Varner Willoughby  
Delos A. Welch Hanna  
Susie White Edwards  
Susannah Masten Wilson

## 1960

Lisa Ambrose Hudson  
Nell Archer Congdon  
Nancy Aubrey Brittain  
Angelyn Alford Bagwell  
Lois Ann Barrineau Hudson  
Gloria Ann Branham Burnam  
Mildred Braswell Smith  
Cynthia Adair Butts Kelley  
Lucy Cole Gratton  
Margaret Collins Alexander  
Phyllis Cox Whitesell  
Celia Crook Richardson  
Carolyn Sue Cushman Harrison  
Carolyn Anne Davies Freische  
Dorothy Doan Humphrey

Rebecca Lynn Evans Callahan  
 Anne Elizabeth Eyler Clodfelter  
 Louise Crawford Feagin Stone  
 Bonnie Giershen Aronin  
 Cynthia Grant Grant  
 Lillian Hart  
 Margaret J. Hayron  
 Katherine Hawkins Linebaugh  
 Carolyn Hoskins Cottman  
 Carolyn Howard White  
 Jane Inray Shapard  
 Linda Mangum Jones Klett  
 Julia Kennedy Kennedy  
 Charlotte King Sanner  
 Jane Law Allen  
 Helen Mabry Beglin  
 Grace Mangum Kiser  
 Frances McFadden Cone  
 Ellen McFarland Johnson  
 Emily Parker McGuire  
 Sallie Meek Hunter  
 Helen M. Milledge Couch  
 Elizabeth Mitchell Miller  
 Anne W. Morrison Carter  
 Wilma Muse  
 Warrell Neal  
 Everdina Nieuwenhuis  
 Jane Norman Scott  
 Diane Parks Cochran  
 Nancy Carolyn Patterson Waters  
 Mary Jane Platt Dewees  
 Mary Jane Pickens Skinner  
 Kay Richards Summers  
 Rosemary Roberts Yardley  
 Evelyn St. Croix Scottfield Rowland  
 Lesley Sevier Simmons  
 Martha Sharp Smith  
 Carolyn Smith McCurdy  
 Hollis Smith Gregory  
 Martha Elizabeth Starrrett Stubbs  
 Sybil Strupe Rights  
 Marcia Louise Tobey Swanson  
 Edith Towers Davis  
 Rames Wakeford Watkins  
 Anne Whisnant Bolch  
 Martha Ann Williamson Dodd  
 Becky Wilson Guberman

## 1961

Judith Ann Albergorri Hines  
 Ann Avant Crichton  
 Emily Frances Bailey  
 Barbara Claire Baldaur Anderson  
 Elizabeth Barber Cobb  
 Pamela Bevier  
 Alice Boykin Robertson  
 Sally Bryan Minter  
 Margaret V. Bullock  
 Joan Falconer Byrd  
 Kathryn Ann Chambers Elliott  
 Medora Ann McBride Chilcort  
 Willie Byrd Childress Clarke  
 Eleanor Anne Christensen Pollitzer  
 Mary Im Clark Schubert  
 Alice Walker Cottin Brown  
 Edith Robinson Connell Irwin  
 Jean Marie Corbett Griffin  
 Mary Wayne Czymes Bywater  
 Mary Culpepper Williams  
 Elizabeth Dalton Brand  
 B. Sandra Davis Moulton  
 Lucy Maud Davis Harper  
 Julia Akon Dour Grubb  
 Harriett Elder Manley  
 Alice Frazer Evans  
 Virginia Gayle Green Miller  
 Marion Greene Poythress  
 Katherine Gwaltney Remick  
 Nancy Hall Grimes  
 Elizabeth Anne Hammond Stevens  
 Mary Jane Henderson Alford  
 Patricia Holmes Cooper  
 Judith Houchins Wightman  
 Linda Ingram Jacob  
 Harriet Jackson Lovejoy  
 Jo Jarrell Wood  
 Sarah Kelson  
 Rosemary Kittrell  
 Martha Lair McGregor

Martha E Lambeth Harris  
 Mary Taylor Lipscomb Garrity  
 Mildred Love Petty  
 Julia G. Maddox Paul  
 A. Eugenia Marks Espy  
 Betty Louise Mattern York  
 Mildred Myers McCravy Clarke  
 Sue McCurdy Hosterman  
 Edna McLain Bacon  
 Jane Welch Milhian  
 Anne Leigh Modlin Burkhardt  
 Mary Jane Moore  
 Nancy A. Moore Kinkendall  
 Prudence Anne Moore Thomas  
 Barbara Mordecai Schwanebeck  
 Emily Pancake  
 Grace Ann Peagler Gallagher  
 Rebecca Joyce Seay Reid  
 Mary Bruce Rhodes Woody  
 Charne Robinson Ritter  
 Lucy Scales Muller  
 Elizabeth Shepley Brophy  
 Kathryn Page Smith Morahan  
 M. Harrier Smith Bates  
 Virginia Thomas Shackelford  
 Patricia Walker Bass  
 Mary Fairfax Ware  
 Betty Sue Wyatt Wharton  
 Marian Elizabeth Zimmerman  
 Jenkins  
 Mildred Laton Zimmermann

## 1962

Sherry Gayle Addington Lundberg  
 Susan Alexander Boone  
 Violet Campbell Allen Gardner  
 N. Caroline Askew Hughes  
 Sally Blomquist Swartz  
 Nancy L. Bond Brothers  
 Carey S. Bowen Craig  
 Clara Jane Buchanan Rollins  
 Martha Campbell Williams  
 Gail Carter Adkins  
 Rosemary Clark Strietel  
 Vivian Comer Parker  
 Cordelia Elizabeth Cooper  
 Humphrey  
 Suzanne Mayers Crosby Brown  
 Katherine W. Davis Savage  
 Ellen J. Delaney Torbett  
 Elizabeth Evans Mills  
 Madelyn Carol Eve  
 Pat Flythe Koonts  
 Peggy Frederick Smith  
 Elizabeth Gillespie Proctor  
 Kay Gilliland Stevenson  
 Jacqueline Driscoll Hagler Hopkins  
 Adrienne Haite Weiss  
 Judy G. Haskell Jorrett  
 Elizabeth A Harshbarger Broadus  
 Jean Havine Stewart  
 Janice Heard Baucum  
 Ann Gale Herschberger Burr  
 Margaret Holley Milam  
 K. Lynda Horn George  
 Amanda Jane Hunt White  
 Ann Pauline Hutchinson Beason  
 Betsy Jefferson Boyt  
 Norris Johnston Goss  
 Isabel Kallman Anderson  
 Beverly K. Kenton Mason  
 Milling Kinard  
 Sara White Kipka Sides  
 Betty Kneale Zlatichin  
 Letitia Douglas Lavender Sweitzer  
 Laura Ann Lee Harris  
 Dorothy M. Lockhart Matthews  
 Linda Bennett Locklear Johnson  
 Margaret Ann McGeachy Roberson  
 Genie McLemore Johnson  
 Mary Ann McLeod LaBrie  
 Ellen Middlebrooks Granum  
 Cecelia Ann Middlemas Johnson  
 Nancy Nelms Garrett  
 Catharine Norfleeth Sisk  
 Ethel Oglesby Horton  
 Pauline Page Moreau  
 Dorothy Porcher  
 Marjorie Hayes Reitz Turnbull

Lissa Robin Rudolph Orcutt  
 Elaine Sayers Landrum  
 Ruth A. Seagle Bushong  
 Ruth P. Shepherd Vazquez  
 Carolyn Shirley Wimberly  
 Margaret Shugart Anderson  
 Jo Allison Smith Brown  
 Sandra J. Still  
 Angelyn Stokes McMillan  
 Mary Morean Stokes Humphlett  
 Burnham Wilker Reichert  
 Jan Whitfield Hughes  
 Carol Williams Sellers  
 Elizabeth Withers Kennedy  
 Ann D Wood Corson

## 1963

Frances Bailey Graves  
 Leewood Bates Woodell  
 Judy Brantley  
 D'Etta Brown Leach  
 Nancy Ruth Butcher Wade  
 Sarah Stokes Cumming Mitchell  
 I. Kennette Farlowe Brock  
 Mary Jane Fincher Peterson  
 Betty Ann Gatewood Wylie  
 Lucy Harrison Gordon Andrews  
 Mary Ann Gregory Dean  
 Elizabeth Ann Hardesty Boggan  
 Bonnie Grace Hatfield Harrell  
 Judy Hawley Zollicoffer  
 Mary Louise Hunt Rubesch  
 Elizabeth B. Hutchison Barringer  
 Sandra Johnson Barrow  
 Ina Jones Hughes  
 Lelia Jones Graham  
 Dorothy Laird Foster  
 Jane Lancaster Boney  
 Pat Lowe Johnston  
 Leigh Maddox Brown  
 Lucy Morcock Milner  
 Nancy H. Northcott Palmer  
 Patricia Ann O'Brian Devine  
 Robin Patrick Johnson  
 Doris Polakoff Feinsilber  
 Kathryn Mobley Riddleover  
 Lidie Ann Risher Phillips  
 Lee Shepherd Shepherd  
 Merritt St. Clair  
 Kaye Stapleton Redford  
 Lydia Sudbury Langston  
 Nell Tabor Hartley  
 L. Elizabeth Thomas Freyer  
 Mary K. Troup Rose  
 Edna V. Vass Stucky  
 Mary Ruth Walter McDonald  
 Louisa Walton McFadden  
 M. Elizabeth Webb Nugent  
 Nancy Kate Wilkins Bognette  
 Miriam Owen Wilson Knowlton  
 Flora Jane Womack Gibson  
 Mariane Worst Schaum  
 Katherine Younger Younger

## 1964

Norma Elizabeth Alys Girardeau  
 Nancy C. Barber Cox  
 Karen Jonne Baxter Harris  
 Mary Evelyn Bell  
 Michele Bullard Smith  
 Sylvia Chapman Sager  
 Carolyn Clarke  
 Nora Rooche Field  
 Anne T. Foster Curtis  
 Garnett E. Foster  
 Karen E. Gerald Pope  
 Elizabeth Gillespie Miller  
 Myra Morelock Gottsche  
 Nina F. Griffin Newcomb  
 Catherine deVeaux Harr Ramey  
 Lucy Durham Herbert Molinari  
 K. Betty Hood Arkinson  
 E. Dianne Hunter Cox  
 Sally Loree Jones  
 Susan Keith-Lucas Carson  
 Mary Ann Kennedy-Ehn  
 Harriet M. King  
 Mary R. Edson Knight  
 Mary Lou Laird

Nancy Ellen Lee Bryan  
 Shirley E. Lee  
 Helen Frances McClellan Hawkins  
 Joanna McElrath Alston  
 Catherine Susan McLeod Holland  
 A. Crawford Meginniss Sandefur  
 Anne Minter Nelson  
 Mary Mac Mitchell Saunders  
 Margaret Moses Zimmer  
 Carolyn Newton Curry  
 Laurie Oakes Propst  
 Ann Pennebaker Arnold  
 Mary Pittman Mullin  
 Becky A. Reynolds Bryson  
 Catherine H. Shearer Schane  
 Lila Shetfield Howland  
 Nancy Cline Shutord Spivey  
 Marian E. Smith Long  
 Judith K. Stark Romanchuk  
 Elizabeth Stewart Stewart  
 Ninalee Warren Jagers  
 Nancy Wasell Edelman  
 Mary Lynn Weekley Parsons  
 Suzanne P. West Guy  
 Barbara Ann White Guarienti  
 Margaret W. Whitton Ray  
 Florence Willey Perusse  
 Anita Young Sturgis

## 1965

Sally Johnston Abernethy Eads  
 Betty Hunt Armstrong McMahon  
 Robin Belcher Mahattley  
 Margaret Bell Graces  
 Dorothy Ann Bellinger Grimm  
 Rita Jean Bennett Colvin  
 Rebecca Bessie Holman  
 Sally Blackard Long  
 Joanne Branch Hoenes  
 Jane B Brannon Nassar  
 Margaret Lee Branner Perez  
 Elizabeth Brown Sloop  
 Pat Buchanan Masi  
 Evelyn P. Burton Haugh  
 Sally Bynum Gladden  
 Virginia Fraser Clark Neary  
 Katherine Bailey Cook Schater  
 Helen West Davis Hatch  
 Mary Beth Dixon Hardy  
 Ann Durrance Sneed  
 Doris El Tawil  
 Marilyn Louise Enderli Wilhamson  
 Patricia Gay Nash  
 Dee Hall Pope  
 Marion Andrea Hamilton Duncan  
 Nancy C. Hamnerstrom Cole  
 Elizabeth Coles Hamner Gryzbowski  
 Linda Harrell Harrell  
 Carol Jean Holmes Coston  
 Linda Kay Hudson McGowan  
 Gay Hunter Culp  
 Betty Neal Johnson McRae  
 Marjory Joyce Comer  
 Jere Keenan Brands  
 Kenney Knight Linton  
 Alice Angela Lancaster  
 Louise Lewis Lewis  
 Johanna Logan Ertin  
 Elisabeth Malone Boggs  
 Bennett Manning Brady  
 Elizabeth Wilson McCam  
 Jane McLendon  
 Diane Miller Wise  
 H. Marie Moore Gayilo  
 Nancy Brandon Moore Brannon  
 Margaret Murphy Hunter  
 Elaine Nelson Bonner  
 Dorothy Robinson Dewberry  
 Barbara Rudisill  
 Harriette Russell Flinn  
 Laura Sanderson Miller  
 Anne Schitt Faivus  
 Lucia Howard Sizemore  
 Catharine Sloan Evans  
 Barbara Ann Smith Bradley  
 Mary Lowndes Smith Bryan  
 Meriam Elvane Smith Thompson  
 Nancy Solomonson Portney  
 Susan M. Stanton Cargill

Barbara Summers Richardson  
 Sue Tahaferro Betts  
 Charlotte Webb Kendall  
 Christopher Key Whitehead Huff  
 Sandra Hay Wilson  
 Margaret Yager Duteny

## 1966

Judith Abrano  
 Beverly Allen Lambert  
 Betty Ann Allgeier Cobb  
 Elizabeth Foster Anderson  
 Harriet Biscoe Rodgers  
 Marilyn Janet Breen Kelley  
 Barbara J. Brown Freeman  
 Mary Hopper Brown Bullock  
 Nancy Bruce Truluck  
 Emily Anne Burgess  
 Mary Agnes Burnham Hood  
 Vicky Campbell Parronis  
 Eleanor Cornwell  
 Martha J. Doom Bentley  
 Susan Dorn Allen  
 Joan DuPuis  
 Dorothy Elizabeth Evans Aylward  
 May Day Folk Taylor  
 Louise Foster Cameron  
 Blaine Garrison Cooper  
 Jean Gaskell Ross  
 Karen Louise Gearreald  
 Mary Jane Gilchrist Sullivan  
 Felicia Guest  
 Sue Ellen Hipp Adams  
 Alice Hopkins Otis  
 I. Jean Jarrett Milnor  
 Mary Margaret Kibler Reynolds  
 Ellen M. King Wiser  
 Mary Kay Kendall Nichols  
 Linda E. Luel  
 Susan Wiley Ledford Rust  
 Connie Louise Magee Keyser  
 Helen Mann Liu  
 Eugenia Martin Westlund  
 Elizabeth McGeachy Mills  
 Jennifer Love McKinnon Scott  
 Kathleen Mitchell McLaughlin  
 Karen Montgomery Crevelly  
 Clair Moor Crissey  
 Laura Roberts Morgan van Beuren  
 Portia Morrison  
 Anne Morse Topple  
 Beverly White Myers Pickett  
 Sonia Nelson Cordell  
 Margaret W. Peyton Srem  
 Linda Preston Watts  
 Elizabeth L. Rankin Rogers  
 Deborah Anne Rosen  
 Irma Gail Savage Glover  
 Suzanne Scoggins Barnhill  
 Lucile L. Scoville  
 Terri Singer Speicher  
 Malinda Snow  
 Susan M. Thomas  
 Martha Abernethy Thompson  
 Sarah S. Uzzell-Rindlaub  
 Carol Watson Harrison  
 Nancy Carol Whiteside

## 1967

Maria Papageorge Artemis  
 Jane Watt Balslev  
 Judy Barnes Crozier  
 Susan Bergeron Frederick  
 Linda Bryler Whitley  
 Elizabeth Anne Boyd Domm  
 Cynthia Hazel Carter Bright  
 M. Susan Chapman Mazek  
 Linda Cooper Shewey  
 Ida Copenhagen Ginter  
 Marsha Davenport Griffin  
 Dorothy Davis Mahon  
 Anne Diseker Beebe  
 Gayle Doyle Viehman  
 Alice Finn Hunt  
 Mary Helen Goodloe-Murphy  
 Gale Aileen Harrison  
 Andrea L. Huggins Flaks  
 Ann Wellington Hunter Wickes



Elizabeth Hutchison Cowden  
Linda Jacoby Miller  
A. Jo Jeffers Wingfield  
Mary Coley Jervis Hayes  
Mary Elizabeth Johnson Mallory  
Henrietta Wortley Jones Turley  
Lucy Ellen Jones Cooley  
Penny Katson Pickett  
Jane Keiger Gehring  
Karen Kokomo Folsom  
Caroline Dudley Lester Tye  
Clair McLeod Muller  
Ann Winfield Miller Morris  
Sandra Leigh Mitchell  
Martha Nan Moncrief Seeger  
Doris Morgan Maye  
Judy Hurst Nuckols Offutt  
Caroline Owens Crain  
Penelope Penland  
Mary E. Pensworth Reagor  
Susan M. Phillips  
Dottie Radford Spradley  
Judy Roach  
Ann Roberts Divine  
Eliza Williams Roberts Leiter  
Carol Anne Scott Wade  
Pamela Sue Shaw Cochran  
Susan Janelle Sleight Mowry  
Patricia Smith Edwards  
M. Susan Stevens Hitchcock  
Mary Louise Stevenson Ryan  
Sallie Tate Hodges  
Rosalind D. Todd Tedard  
Anne Justice Waldrop Allen  
Sandra Welch Williams  
Grace Winn Ellis  
V. Ellen Wood Hall

## 1968

Elizabeth Alford Lee  
Lynne Anthony Butler  
Sally Bainbridge Akridge  
Lucie Barron Eggleston  
Marjorie Bowen Baum Pearsall  
E. Louise Belcher Hinton  
Patricia Alston Bell Miller  
Jean Binkley Thrower  
Kathleen Blee Ashe  
Jan Burroughs Loftis  
Mary Thomas Bush Huff  
Nonnie Carr Sharp  
Laurie Gay Carter Tharpe  
Carol Cole Rentro  
Susan Stringer Connell  
Mary Corbett Brockman  
Kate Covington  
Anna Carol Culver  
Rebecca C. Davis Huber  
June Elizabeth Derrick  
Paige Dotson Powell  
Janet Eastburn Amos  
Sarah H. Elberfeld Countryman  
Louise G. Fortson Kinsyre  
Ethel Ware Gilbert Carter  
Elizabeth Ann Glendinning  
Elizabeth Goud Patterson  
Jeanne Elizabeth Gross Johnson  
Gabrielle Guyton Johnson  
Lucy Hamilton Lewis  
Sylvia Harby Hutton  
Mary Elaine Harper Horton  
Charlotte Hart Riordan  
Olivia Ann Hicks  
Candace Hodges Bell  
Sara Houser Scott  
Gue P. Pardue Hudson  
Janet Hunter Ouzts  
Mary K. Owen Jarboe  
M. Susan Johnson  
Elizabeth Ann Jones Bergin  
Suzanne Jones Harper  
Mary Ann McCall Johnson  
Eleanor McCallie Cooper  
Susan Martin McCann Butler  
Katherine McCracken Maybank  
Rebecca McRae McGlothlin  
Betty Jean Miller Layne  
Katherine Ann Mitchell

Margaret Garrett Moore Hall  
Florence Nowlin McKee  
Martha Parks Little  
Patricia Parks Hughes  
Nancy Virginia Pavinger  
Susan D. Philips Moore  
Susan Bea Philips Engle  
Rebecca Phillips Routh  
Linda Poore Chambers  
Dale Reeves Callahan  
Betty Jane Rentro Knight  
Dorothy Ellen Richter Griffin  
Helen Murray Roach Rentch  
Heather Roberts Biola  
Mary Rogers Hardin  
Georganne Rose Cunningham  
Maslin Russ Young  
Angela Saad  
Johanna Scherer Hunt  
Dale Steele Hegler  
Ann Teat Gallant  
Christie Theriot Woodfin  
Laura L. Warlick Jackson  
Elizabeth Whitaker Wilson  
Elizabeth White Bacon  
Ann Wilder  
Mary Ruth Wilkins Negro  
Judy C. Williams  
Linda Faye Woody Perry  
Alice M. Zollhoffer

## 1969

Anonymous  
Anonymous  
Jennie Ann Abernethy Vinson  
Patricia Auclair Hawkins  
Catherine Auman DeMaere  
Beth Bailey  
Margaret A. Barnes Carter  
Sandra Beck Scott  
Mary G. Blake Wiseman  
Carol B. Blessing Ray  
Mary Bolch Line  
Joetta Burkett Yarbrow  
Fenny Burr Pinson  
Mary Chapman Hatcher  
Julie Cottrill Ferguson  
Janice S. Cribbs  
Janie Davis Hollerforth  
Virginia Davis Delph  
Sharon Dixon  
Christine J. Engelhard Meade  
Margaret M. Flowers Rich  
Margaret Louise Frank Guilf  
Jo Ray Freiler Van Vliet  
Prentice Fridy Weldon  
Pam Gattford McKinnon  
Mary Frances Garlington Trefry  
Gay Gibson Wages  
Margaret Gillespie Sewell  
Lalla Griffin Mangin  
Gayle Grubb Haas  
F. Diane Hale Baggett  
Nancy Hamilton Holcombe  
Diane Hampton Flannagan  
Kathleen Davis Hordee Arsenaull  
Ruth Hayes Bruner  
Mildred Ann Hendry Kopke  
Beth Herring Colquhoun  
Nancy Holtman Hottman  
Sally Stratton Jackson Chapman  
Carol Jensen Ryckly  
Kathy Johnson Riley  
Nan Johnson Tucker  
Beverly Gray LaRoche Anderson  
Julia Ann Link Hatley  
Letitia Lowe Oliveira  
Beth Mackie  
Johnnie Gay Martin  
Martha Nell McGhee Lamberth  
Dianne Louise McMillan Smith  
Suzanne Moore Kaylor  
Kappa Moorer Robinson  
Jane Elizabeth Morgan Henry  
Minnie Bob Morhes Campbell  
Mary Anne Murphy Hornbuckle  
Kathleen Musgrave Batchelder  
Nicki Noel Vaughan  
Jean Noggle Harris

Carolyn Patricia Owen Hernandez  
Becky Page Ramirez  
Patricia Louise Perry Fox  
Elta Posey Johnston  
Elizabeth Faye Potter  
Patsy Rankin Jopling  
Flora Rogers Calloway  
Carol Anne Ruff Boynton  
Dorothy L. Schrader  
Lennard Smith Cramer  
Helen Stavros  
Jeanne Taltierro Cole  
Ann Burnett Teple Shethfield  
Betty Thorne Woodruff  
Sarah Moores Walker Guthrie  
Joan Warren Ellars  
Sheri Watson Patrick  
Shelia Wilkins Harkleroad  
Martha Jane Wilson Kessler  
Rosie Wilson Kay  
Sally Wood Hennessy  
Winifred Wootton Booher

## 1970

Martha Burton Allison Parnell  
Susan Atkinson Simmens  
Betty Gene Beck Birdwell  
Diane Bollinger Bush  
Bonnie E. Brown Johnson  
Patricia Brown Cureton  
Leslie Buchanan New  
Mary Agnes Bullock Shearon  
Marcia Caribaltres Hughes  
Deborah Ann Claiborne  
Cathy Collicutt  
Carol Cook Uhl  
Martha Cotter Oldham  
Bryn Couey Daniel  
Carol Crosby Patrick  
Patricia Daurie  
Terry deJarnette Robertson  
Linda L. DeVecchio Galbraith  
Susan Evans Donald Conlan  
Mary L. Douglas Pollitt  
Catherine DuVall Vogel  
Marion Daniel Gamble McCollum  
Lynne Garcia Harris  
Hope Gares Grayson  
Cheryl Ann Granade Sullivan  
Sharon Eunice Hall Sneed  
Martha C. Harris Entreklin  
Mary Wills Hatfield LeCroy  
Susan Ann Head Marler  
Harriette Lee Huff Gauda  
Ruth Hannah Hyatt Hetttron  
Amy Johnson Wright  
Kathy Johnson  
Hollie Duskyn Kenson Fiedler  
Susan Cathcart Ketchin Edgerton  
Hollister Knowlton  
Mary Margaret MacMillan Coleman  
Oma Kathleen Mahood Morrow  
Judy Lee Mauldin Beggs  
Patricia Eileen McCurdy Armistead  
Carol Ann McKenzie Fuller  
Helen Christine McNamara Lovejoy  
Patricia Ann Mizell Millar  
Colleen Nugent Thraikill  
Catherine B. Oliver  
Freida Cynthia Padgett Henry  
Christine Pence  
Martha L. Ramey  
Nancy Everette Rhodes  
Sally Ann Skardon  
Martha Mizell Smith Rumora  
Susan Selene Snelling DeFurio  
Marylu Tippet Villavieja  
Elizabeth Truesdel Baer  
Sally Slade Tucker Lee  
Martha Jean Wall Olston  
Laura Ellen Watson Keys  
Sue Bransford Weathers Crannell  
Jennie Ruth Wheelless Hunter  
Mareta Wilkins Chambers

## 1972

Harriet Elizabeth Amos  
Pamela Hope Arnold Milhan  
Eleanor Hamil Barrineau  
Rose Eileen Bluerock Brooks  
Susan Marie Borczuk  
Patricia Carter Patterson  
Kathryn Champe Cobb  
Julia Seabrook Cole Bouthabib  
Susan Claire Correnty Dowd  
Kathleen Costello Holm  
Gayle Sibley Daley Nix  
Lynn Davis Davis  
Madeleine M. del Portillo  
Barbara Ann Denzler Campbell  
Martha Anne Dillard-McGeoch  
Beatrice Taylor Divine  
Dona Drake  
Elaine Arnold Ervin Lotspeich  
Jerry Kay Foote  
Debra Ann Gay Wiggins  
Dianne Gerstle Niedner  
Anne Lawson Grimsley Bander  
Louise Scott Roska-Hardy  
Rebecca L. Hendrix  
Julia Rose Hixon Wesley  
Claire Ann Hodges Burdett  
Mary Jean Horne  
Shera Lynn Hudson

Evelyn Young Brown Christensen  
Vicki Linda Brown Ferguson  
Brenda Jane Bullard Frutchev  
Swanna Elizabeth Cameton Salmel  
Jane Helen Carlson  
Karen Lane Contrads Wibell  
Carole Ann Cooper  
Julia Virgil Couch Mehr  
Mary Carolyn Cox  
Sara Dale Derrick Rudolph  
Carol Gibbs Durrance Dunbar  
Jane Ellen Duttonhaver Hursey  
Sandra Jean Emotti Collins  
Carol Dianne Floyd Blackshear  
Frances Folk Zymont  
Annette Frier Stephens  
Betheda Fries Justice  
Christine King Fulton Baldwin  
Margaret Funderburk O'Neal  
Carolyn Orettha Gauley Christ  
Dolly Gray Garrison  
Dorothy Gayle Gellerstedt Daniel  
Paula Marie Hendricks Culbreth  
Mary Alice Iselle DiNardo  
Ann Appleby Jarrett Smith  
Edith Louise Jennings Black  
Edythe Patricia Johnson Feinlebens  
Linda Sue Krebs  
Candace DuBignon Lang  
Karen Elizabeth Lewis Mitchell  
H. Tyler McFadden  
Bonnie Jean McIntosh Toothman  
Constance Louise Morris Heisell  
Mary Elizabeth Morris Reid  
Susan Elkin Morton  
Katherine Leah Mueller Wright  
Nancy Ann Newton  
Eleanor Hunter Nimestein  
Betty Scott Noble  
Barbara Herta Paul  
Mildred Pease Childs  
Jo Ann Perry Elv  
Grace Pierce Quinn  
Linda Gail Reed Boswell  
Sharon Sue Roberts Henderson  
Jan Elizabeth Roush Piles  
Sarah Rutting Robbins  
Katherine Setze Horne  
Kathy Suzanne Smith Dix  
Grace Granville Sudnor Hill  
Margaret Kerr Taylor  
Margaret Thompson Davis  
Ellen McGill Tinkler Reing  
Bernie Louise Todd Smith  
Mary Caroline Turner  
Winberly Warnock  
F. Imogene White  
Lynn Napier White Montanari  
Ellen Willingham

Leba Elizabeth Jarrett Hosley  
Elizabeth M. Johnston  
Sharon Lucille Jones Cole  
Deborah Anne Jordan Bates  
Jeanne Elizabeth Kautmann Manning  
Anne Stuart Kemble Collins  
Melissa Ann Kilpatrick  
Mary Jane King  
Elizabeth Anne Laseter Gehring  
Sally Douglas Lloyd Proctor  
Deborah Long Wingate  
Linda Sue Miles Ober  
Martha Mallory McMurray  
Marcia E. Moloney  
Mary Jane Morris MacLeod  
Virginia Norman Zeb Price  
Nancy King Owen Merritt  
Susan Downs Park-Crossin  
Mary Ann Powell Howard  
Gene Runkin Sheridan  
Mary Laura Reeves Scanlon  
Helen Reid Roddy Register  
Michelle Christine Rowe Shields  
Gayle Elizabeth Saudner Dorsey  
Leslie Ann Schooley Mathews  
Katherine Bruner Sloan Barker  
Gretchen Smith Muir  
Katherine Amante Smith Acott  
Sandra Lucille Smith Harmon  
Susan Bryant Stinson Peak  
Linda Ford Story Brand  
Barbara H. Thomas Parker  
Nancy Delilah Thomas Tipping  
Ann Taulin Adams  
Mary Virginia Uhl Tinsley  
M. Lindsey Watt March  
Nancy L. Weaver Willson  
Paula M. Wiley Signon  
Elizabeth H. Wilkinson Tardien  
Susan Williams Cornall  
Gigi Wilson Muirhead  
Juliana M. Winters  
Ann Christine Yrwing Hall

## 1973

Faye Ann Allen Sisk  
Carolyn Suzanne Arant Handell  
Karen Sarita Atkinson Schwinger  
Patricia Lynn Bartlett  
Barbara Black Waters  
Cala Marie Buddie Senior  
Sally Campbell Bryant Osley  
Kathleen Lois Campbell Spencer  
Mary Margaret Clark Tuttle  
Anastacia D. Cochlin  
Concidence Ann Colando Brown  
Caron E. Collins Hopkins  
Deborah Merce Corbett Gaudier  
Ivonne del Portillo  
Sheri Jean Denman Curtis  
Rebecca Calhoun Dillard  
Martha Forman Foltz Manson  
Judith Kay Hamilton Grubbs  
Dorothy Andrea Hankins Schellman  
Patricia Hinson Hanson  
Resa Laverne Harris  
Judy Anne Hill Calhoun  
Melissa Holt Vandiver  
Meredith Howe Pharis  
Marcia Krape Knight-Orr  
Margaret van Buren Line Thrash  
Jerrilyn Yonne McBride Berrong  
Janiter Marie Meldrum  
Deborah Lee Newman Mattern  
Line Elizabeth Parsons Frazier  
Elizabeth Ann Rhett Jones  
Pamela Trisan Rogers Melton  
Catherine Marie Ryder Horner  
Martha Carpenter Schabel Beattie  
Sally Elizabeth Schrader Hart  
Nadia Setick-Earl  
Judy Carol Sharp Hickman  
Janet Elizabeth Short  
Clare Purcell Smith Baum  
Nurka Sotolongo Landrum  
Pamela Ann Todd Moye  
Bonnie Lynn Troxler Graham  
Edith Carpenter Waller Chambless  
Suzanne Lee Warren Schwank



Cynthia Merle Wilkes Smith  
 Laura Jocelyn Williams Knowles  
 Cherry Marie Wood  
 Barbara Letitia Young McCutchen

## 1974

Ruth Brown Anderson McAliley  
 Barbara Diane Beeler Cormani  
 Julie Louise Bennett Curry  
 Betty Lynn Binkley Fletcher  
 Susan Ray Blackwood Foote  
 Marianne Bradley  
 Margaret Louise Cassingham Schietter  
 Christine Clark Wilson  
 Kay Colvin Ramos  
 Patricia Ann Cook Bates  
 Mary Jane Kerr Cornell  
 Vivienne Ryan Drakes McKinney  
 Molly Clare Dusen Naylor  
 Davara Jane Dye Postel  
 Ann Early Bibb  
 Lynn Elizabeth Ezell Hendrix  
 Jeannette Walls Fredrickson  
 Mary Lynn Gay Bankston  
 Cynthia Goldthwaite  
 Rebecca Ann Harrison Mentz  
 Cecilia Anne Henry Kurland  
 Linda Lou Hill Gelcius  
 Martha Elizabeth Howard Whitaker  
 Louise Baker Huff Armitage  
 Patricia Louise Hughes Schoeck  
 Gretchen J. Kever  
 Leila Wheatly Kinney  
 Teresa Louise Lee  
 Kate Elizabeth McGregor Simmons  
 Melisha Miles Gilreath  
 Leacie Melinda Mitchell Waters  
 Sarah Suzanne Newman Bauer  
 Claire Owen Studley  
 Ann Elizabeth Patterson Chiles  
 Paullin Holloway Ponder Judin  
 Martha Ruth Rutledge Munt  
 Carolyn Virginia Sisk Deadwyler  
 Karen Cassell Swenson Lunsana  
 Katherine Littlefield Tarwater Smith  
 Mary Louise Wade Gadrix  
 Christine Olay Weaver Ternenski  
 Lynne Webb Hearnly  
 Candace Elizabeth Woolfe Parrott  
 Nancy Maurine Yares-Lintro

## 1975

Vicki Lynn Baynes Jackson  
 Mitzi Ann Bell Peters  
 Constance Elaine Bowen Hart  
 Frances Lynn Braden  
 Melodie Gwynne Brown  
 Debra Elizabeth Carter  
 Anna Lou Case-Winters  
 Lou Anne Cassels McFadden  
 Rose Ann Cleveland Fraustar  
 Jane Conley Evans McDonald  
 Allison Orisby Spears  
 Morrie Legare Hay Turner  
 Martha Glenn Hodge Ridley  
 Denise Hord Mockridge  
 Martha Lynne Jameson Gorgorian  
 Jamie Anna Johnson-Pickett  
 Mae Louise Logan Kelly  
 Jana Vail Macbeth  
 Ruth Oliver McManus-Mansfield  
 Rebecca Ann Meador  
 Mary Gay Morgan  
 Jane Leone Peterman Rohl  
 Ellen Cavendish Phillips Smith  
 Catherine Pirkle Wages  
 Melinda Mundy Rapp Struk  
 Angela Rushing Hoyt  
 Wendy Rutledge Eck  
 Silk Tire Stenger  
 Betsy Wall Carter  
 Rebecca McPherson Weaver  
 Carolyn Cawthon Webb Thomas  
 Lynda Ann Weizenacker Wilson  
 Nira Gail Whetstone Franz  
 Nancy Carroll White Morris  
 Margaret Denson Williams Johnston

## 1976

Eva Angela Adan  
 Lisa Evangeline Banks Kerly  
 Carolyn Ann Bitter Silk  
 Gay Isley Blackburn Maloney  
 Elizabeth Holland Boney  
 Vernita Arlinda Bowden Lockhart  
 Elizabeth Brandon Brame Fortune  
 Jane Flowe Brawley  
 Lucille Burch Shelton  
 Alexandra Demetrios Coclin  
 Elizabeth Anne Dameron Young  
 Beth Barclay DeWall  
 Sue Frances Diseker Sabat  
 Catherine DuPree Shields  
 Emily G. Dunbar-Smith  
 Sarah Franklin Echols Leslie  
 Evelyn Mackay Gantt Dupree  
 Harriett Ellis Graves Fromang  
 Pamela Jane Hamilton Johnson  
 Georgina Caridad Hernandez Elortegui  
 Elizabeth L. Hornsby  
 Deborah Jean Huband Smith  
 Mary Gemma Jernigan Graham  
 Martha Cheryl Kitchens-Aull  
 Nancy Mildred Leasendale Purcell  
 Henrietta Burnwell Leland Whelchel  
 Alice Lightle Holcomb  
 Patricia Karen Lockard Holmes  
 Lois Bernien Lumpkin Long  
 Jane Elizabeth Maas Edwards  
 Virginia Allan Maguire Poole  
 Debra Anne McBride Shelton  
 Mary Elizabeth McDaniel  
 Jo Anne Melton Mincey  
 Melissa Ann Mills Jacobs  
 Genevieve New Chaffee  
 Janet Lynn Norton  
 Ann Wilson Patton Henley  
 Jennifer June Rich Kaduck  
 Lori Grace Riley Day  
 Martha Sue Sarbaugh Veto  
 E. Pedrick Stall Lowrey  
 Jane Boyce Sutton Hicks  
 Janet Polk Tarwater Kibler  
 Lucy Exum Turner  
 Karen White Holland  
 Barbara Ann Williams  
 Laurie Dixon Williams Artauway

## 1977

Evelyn Elizabeth Babcock  
 Mary Anne Barlow  
 Lydia Maria Bendeck  
 Holly Ann Bennett Rielly  
 Mary Crist Brown  
 Nancy Donna Burnham  
 Josephine Choi-Yin Choy Chambers  
 Ann Fox Conrad  
 Elizabeth Rachel Doscher Shannon  
 Kandace Maria Fitzhugh Boyd  
 Nancy Ellen Fort Griswett  
 Martha Ann Hackl Smith  
 Cynthia Hodges Burns  
 Corine Sue Jinks Robertson  
 Terri Ann Keeler Niederman  
 Kate Louise Kussrow McConaughes  
 Melissa Landon Hamid  
 Katherine Thomas Lawther McEvor  
 Beth Mason Gilley  
 Eleanor Anne McCain  
 Melinda Ann Morris Knight  
 Beverly Elaine Nelson McCallum  
 Dana Nichols Chamberlain  
 Clare O'Kelley Bennett  
 Eva Katherine Joyce Roos  
 Susan Lang Pedrick McWilliams  
 Susan Patricia Pirkle Trawick  
 Julie Florine Poole Knotts  
 Robin Dale Ransbotham Moseley  
 Sandra Marie Saseen  
 Linda Frances Sheaton  
 Sarah Shurley Hayes  
 Nancy C. Sisk Cleveland  
 Caroline Elizabeth Swink  
 Lydia Pamela Wilkes Bartfoot  
 Frances Elaine Williams  
 Willie Kay Williams Barnard

Lynn Wilson McGee  
 Emily Wingo Craig

## 1978

Beth Allison Blackburn  
 Marguerite Anne Baith Gray  
 Mary Gracey Brown Diehl  
 Ann Carter Burchenal  
 Shirley Chan Kwan  
 Robin Franklin Clement  
 Barbara Lynn Duncan  
 Jean Ellen Ezell Paulson  
 Katherine Craig Fitch Pierre  
 Sharon Ruth Hatcher  
 Rebecca L. Johnson Bisher  
 Susan F. Jordan Spalding  
 Janet E. Kelley Jobe  
 Marlene Munden Laboureur  
 Mary Lynn Lipscomb Bausano  
 Susan Rollins McCullough DeKoch  
 Wanda Emma McLemore  
 Judith K. Miller Bohan  
 Jean Elder Moores  
 Mary Jane Norville  
 Kathleen Ann O'Brien  
 Lynne Oswald  
 Cynthia Ann Peters  
 Sharon D. Pittman Powell  
 Kathryn Schnitker White  
 Margaret Elaine Sheppard Almand  
 Mary Anna Smith  
 Sharon Lynn Smith Rouch  
 Susan Smith  
 Melody Kathryn Snider Porter  
 Rebekah G. Strickland  
 Mary Alice Vasilos George  
 Marybeth Whitman Hegerty  
 Elaine Cooper Wilburn Zullo  
 Christina Wong Leo  
 Lucy Billock Worrell

## 1979

Deborah I. Ballard Adams  
 Diane Banvar  
 Suzanne Barefoot Meacham  
 Diane Beaudoin Dodd  
 Elizabeth Eve Belk  
 Melanie Sue Best  
 Susan Bethune Bennett  
 Laura Bowd Marhews  
 Janet Marie Bradley Fretzel  
 Bette W. Broadwell  
 Martha Sue Brock Watters  
 Laura Bess Cox Abare  
 Debby Daniel Bryant  
 Leslie Doyle Brenegar  
 Patricia Ann DuPont Easterlin  
 Sandra L. Fowler  
 Aria Spencer Galt  
 Mary Beth Gardiner  
 Nancy Eleanor Graham  
 Anne Christopher Griner  
 Nancy Kimberly Gzcekowicz  
 Karol Hammer Stephens  
 Carol Hedrick Howard  
 Julie Lynn Johnston Wiggins  
 Anne Curtis Jones  
 Evelyn L. Kirby Jones  
 Lillian M. Kosmoski Kiel  
 Virginia Lee McMurray  
 Julia H. McFerrin  
 Marion Elizabeth McGreevy  
 Mimschwaner  
 Ann Lawrence Mock Elizando  
 Rosalie Nichols  
 Margaret Plettter Elder  
 Marjorie Anne Pirkle Morgan  
 Karen Leslie Rogers Burkett  
 Mary Pamela Roukowski Webb  
 Shannon Ruddell  
 Donna Joyce Sanson  
 Donna Struxud Crawford  
 Gertrude O. Stone  
 Susi Van Vleck Patton  
 Nina Wiggins Fazio  
 Lisa Kay Worthey Keller

## 1980

Donna R. Adams

Catherine Elizabeth Beck  
 Debbie Jean Boelter Bonner  
 Sherri Gay Brown  
 Sandra Anne Burson Hosford  
 Rebecca Burtz Melton  
 Kimberly Jeanne Clark  
 Paxson Collins  
 Sheryl Ann Cook  
 Carmen Elizabeth Crumley Cross  
 Cindy Dantzer Shearer  
 Patricia Elebash  
 Dottie Bliss Enslow Putnal  
 Cynthia L. Evans  
 Sarah Ann Fairburn  
 Gloria Maria Fernandez Baden  
 Vicki Lee Fitzgerald  
 Nannette LaRue Gee McIntyre  
 Susie E. Ham Deiters  
 Cynthia Marie Hampton  
 Carolyn Lee Harber  
 Kemper Hatfield Graham  
 Rebecca Ann Hendrix Painter  
 Mary Anne Hill  
 Lisa Hope Johnson Kiel  
 Beverley Coltrane Jones Suther  
 Christiana T. Lancaster Reese  
 Lisa Ann Lee Quenon  
 Susan D. Little  
 Sharon L. Mantland Moon  
 Elizabeth Mosgrove  
 Keller Leigh Murphy Torrey  
 Sally Nalley Hoffman  
 Rose Marie Peret Stokes  
 Lynne Perry Sales  
 Helen Melissa Rawl  
 Marcia Kim Robinson  
 Tracy Romaine Rowland Pettin  
 Judith Ann Smith Willis  
 Margaret Rose Somers Shepard  
 Dixie Lee Washington  
 Susan Rave Wilkie Welch  
 Anna Lisa Wilson  
 Katherine Zarkowsky Broderick

## 1981

Helen Ruth Anderson Arrington  
 Beth Arant Mellwain  
 Martha Leigh Armour Watters  
 Nancy Louise Brock Johnson  
 Darby Bryan Craddock  
 Millie Jan Carpenter Eads  
 Carol Ruth Chapman  
 Stephanie Jane Chisholm  
 Kelley Ann Coble  
 Carol S. Colbe  
 Jeanne Marie Cole  
 Rebecca Suzanne Dayton  
 Nancy Elizabeth Dorsey  
 Mary Elizabeth DuBose Amaker  
 Kathryn Fogle Huttman  
 Judy Ann Fountain  
 Marianne Gannon Deaton  
 Jennifer Louise Giles Evans  
 Alexandra Y. Gonsalves Brooks  
 Nancy Lee Griffin  
 Henrietta C. Halliday  
 Ann Douglas Harris Merrill  
 Karen Arlene Hellender  
 Beth Anne Jewett Brickhouse  
 Susan Gail Kennedy Blackwood  
 Laura Klettner Bynum  
 Maribeth Madeline Kouts  
 Teresa Anne Laiden  
 M. Kim Lenoir  
 Sarah B. Lester Stom  
 Joan Hance Loeb  
 Joyce Ludvigsen  
 Kathleen Anne McCuniff  
 Laurie McMillian Anderson  
 Pamela Jean Moore  
 Pamela Deborah Mynart  
 Laura D. Newsome  
 Monica Susan O'Quinn  
 Julie Oliver Link  
 Kim M. Parrish  
 Barbara Massey Patton  
 Lucille Peret  
 Lucia Wren Rawls  
 Lydia Reasor Dayton

Beth A. Richards  
 Adrienne K. Ryan  
 Stephanie Anne Segars  
 Shari Diane Shaw  
 Martha Sheppard  
 Margaret E. Shirley  
 Janet Rae Smith  
 Susan G. Smith  
 Sandra Keys Sprague  
 Lynn Pace Stonecypher  
 Claudia Gazaway Stucke  
 Karen Lee Topper Van de Graaff  
 Sarah Elizabeth Toms  
 Susan Thorp Wall  
 Luci Neal Wannamaker Dalev  
 Susan Claire Wannamaker McCuniff  
 Elizabeth L. Wech  
 Lynda Joyce Wimberly  
 Harriett Wiseman  
 Tern Wong Handler

## 1982

Anita Patricia Barbee  
 Nancy Lynn Blake  
 Bonnie Lynn Brooks  
 Margaret Vanneman Bynum  
 Margaret Carpenter Beain  
 W. Burlette Carter  
 Cristina Sue Clark  
 Carol Ann Conner  
 Elizabeth Frances Daniel Holder  
 Peggy Elizabeth Davis Gold  
 Bonnie Gay Etheridge Smith  
 Lu Ann Ferguson  
 Kathleen Bell Fulton  
 Catherine E. Garrigues Szelistowski  
 Alice V. Harra Matesanz  
 Ashley Mack Jetties  
 Joy L. Jun  
 Virginia Ruth Lyon  
 E. Meredith Manning  
 Sallie Taylor Manning  
 Susan Virginia Mead  
 Margaret Renee Miller Hudson  
 Barbara Payne Owen Harkey  
 Susan Alice Proctor Nelsen  
 Caroline McKinney Reaves Wilson  
 Christa Dawn Riley Ashmore  
 Sara Robinson Chambliss  
 Marjory Sivewright Mortord  
 Marvellen Palmer Smith Hittel  
 Sandra Leigh Thome Johnson  
 Alice Margaret Todd Butler  
 Christine Ann Veal Hoskins  
 Elizabeth O'Hear Young  
 Emma A. Villatane Zell

## 1983

Mary Katherine Bassett Riggall  
 Arla Bateman Redd  
 Beverly Ellen Bell  
 deAlva Anne Blake  
 Katherine Friend Blanton Park  
 Caroline Geller Bleke  
 Lynda Anne Brannen Williamson  
 Carrie Cato Pursley  
 Nancy Caroline Connell  
 Laura Carolyn Crompton  
 Martha Echols Fowler  
 Daphne Faulkner  
 Carolyn Rose Goodman  
 Ruth S. Green  
 Kathryn Hart  
 Laura Lavinta Head  
 Maria Luisa Inserni  
 Julie Ketchersid Stephens  
 Cecily Lane Langford  
 Patricia Lee Anne Leathers  
 Bonnie Lettingwell Callahan  
 Laurie Kerlen McBraver  
 Mary J. Morder  
 Shari Lee Nichols Clifton  
 Amy Wynelle Potts  
 Sallie Ashlin Rowe Roberts  
 Phyllis M. Schemes  
 Kerri Schellack Beldonado  
 Anna Marie P. Stern  
 Jody Renea Stone  
 Susan C. Whitten

# The Alumnae Association's symposium, "Violence Against Women," drew more than 140 people from the Atlanta area.

Sharon Lynn Woods  
Charlotte F. Wright Ealick  
Susan B. Zorn Chelton

## 1984

Anonymous  
Melissa Glenn Aherathy  
Elizabeth E. Abreu  
Louise Bailey  
Tracy Leigh Baker  
Betsy Lou Benning  
Julie Ann Bradley  
Janet Leigh Bundrick  
Kathleen Noel Campbell  
Caroline Leiby Cooper Wilhelm  
Hearther Louise Crockett  
Lyn Smith Deardort  
Katherine K. Edwards Moore  
Elizabeth Yates Faison  
Suzanne Celeste Feese  
Elizabeth Gregory Finklea Freeman  
Catherine Estelle Fleming  
Kim Lynn Fortenberry  
Donna Lynn Garrett  
Elizabeth G. Hallman  
Fara Ann Haney Avery  
Joy Johnson Johnson  
Eva Danon Jones  
Karen Elizabeth Kaiser  
Denise Mazza  
Rachel Elizabeth McConnell  
Sarah H. McCullough  
Deborah Ann McLaughlin  
Mary Susanna Michelson Goheen  
M. Alicia Paredes  
Nancy Elizabeth Poppleton  
Susan Land Seville  
Celia Marie Shackelford  
Katherine Hearhe Sibrans  
Dorothy Kidd Sigwell  
Cynthia Ann Stewart  
Ellen Renee Thomas Leiby  
Charlotte Canham Ward  
Ann Bonniwell Weaver  
Chandra Yvette Webb  
Cynthia Lynn White Tynes  
Alice M. Whitten Bowen  
Karen Elizabeth Young

## 1985

Barbara Eileen Altman  
Kari Lynn Banks  
Bradie Catherine Barr  
Sharon B. Bennett  
Mary Anne Birchfield  
Kaisha H. Bowman  
Elizabeth Sterling Boyd  
Joan Smith Brooks  
Kristen Sojourner Burgess  
Carol Ann Buerhaugh  
Doris Gray Butler  
Meri Laird Cain  
Pamela A. Clanton  
Sharon K. Core  
Anne Baxter Coulling  
Bonnie Lou Crannell  
Janet Cumming  
Alva Kathleen Dombhart  
Ann Caldwell DuPree  
Rebecca A. Fornwalt  
Patricia Gannon  
Jennifer E. Gazzola  
Elizabeth Ann Henson Toland  
Cynthia Susan Jordan  
Laura Louise Lones  
Lori Ann Manion  
Sally Joanne Maxwell  
Nancy Elizabeth McMurtry

Deadra Lynn Moore  
Laura Ann Newton  
Catherine E. Pakis  
Nancy Grazia Paterno  
Elizabeth Hallman Snitzer  
Kimberly Spinnett Dameworth  
Elizabeth E. Stevenson  
Dawn Michele Teague  
Virginia Ann Thompson  
Jill D. Whithill  
Joanna Margaret Wiedeman Quillen  
Anne Williams  
Ann Marie Witmond

## 1986

Mercedes Badia-Moro

## 1987

Dianne Smith Dornbush

## UNCLASSIFIED

Nancy Carol Alexander

## ALUMNAE CLUBS

Alumnae Association  
Atlanta Evening Alumnae Club  
Barrow-Gwinnett-Newton Alumnae Club  
Central Florida Alumnae Club  
Southeast Georgia Alumnae Club

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\* The Allstate Foundation  
\* American Chemical Society  
\* American Express Foundation  
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\* Atlanta Foundation  
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\* Beers Construction Company  
\* Belk  
\* BellSouth Corporation  
\* Bettendorf News  
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\* Blake P. Garrett, Sr. Foundation  
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\* Champion International Foundation  
\* Charles Londans Foundation Inc.  
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\* Citizens and Southern Fund  
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\* Columbia Gas Transmission  
\* Community Shopper  
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\* Cummins Engine Foundation  
\* Dellott Haskins & Sells

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\* Shell Companies Foundation Inc.  
\* South Central Bell  
\* Southern Illinois  
\* Southern Bell  
\* Southern Company Service  
\* Spanky's, Inc.  
\* Sperry Corporation  
\* Springs Industries, Inc.  
\* State Farm Insurance  
\* State Street Bank & Trust Company  
\* Stella & Charles Guttman Foundation  
\* Sun Life Assurance Company of Canada  
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\* TRW Foundation  
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\* Town Talk  
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Mr. Richard Mockridge	Mr. Joseph E. Poythress	Rev. L. Bartine Sherman	Mr. Robert L. Turnipseed	Dr. William D. Woodward
Dr. Joseph C. Monaghan	Col & Mrs G. J. Prater Jr.	Mr. William F. Shewey	Mr. William B. Tye	Mr. Stephen W. Woody
Mr. James B. Moon	Mr. & Mrs. C. C. Prevost	Mr. John A. Shibus	Fred Tyler	Mr. E. Warren Woolf
Mr. Carl Moore	Admiral Frank H. Price	Mr. Angus J. Shingler	Mr. Andrew Tynes	Prof. Nai-Chuang Yang
Mr. Park H. Moore Jr.	Mr. Robert R. Price	Mr. John M. Shirley	Dr. C. Calvin Upshaw	Mr. Preslev Daniel Yates Jr
Dr. Rayburn S. Moore	Dr. Charles R. Probst	Mr. J. E. Shuey	Mr. Michael B. van Beuren	Mrs. Mary S. Young
Mr. David H. Moreau	Mr. Bernard Prodhomme	Mr. Horace H. Sibley	Mr. Robert van Luyn	Mr. David H. Young Jr
Mr. John Mark Mortord	J. Crayton Pruitt, M.D.	Mr. W. A. L. Sibley Jr.	Major John Van Vliet III	Mr. Glenn A. Young
Mr. Cliff E. Morgan Jr.	Mr. Roger C. Purcell	Dr. D. Hal Silcox Jr	Daniel Vargas	Mr. & Mrs. W. M. Zarkowsky
Judge Lewis R. Morgan	Mr. Michael G. Pursley	Mr. Joseph F. Simmens	Craig A. Vedvik	Mr. Michael J. Zimmer
Mr. Thomas E. Morris	Dr. Julian K. Quattlebaum	Mr. G. Ballard Simmons Jr.	Ruth A. Vedvik	Mr. Jere P. Zollicoffer
Mr. David P. Morrow	Roger K. Quillen	Mr. Henry M. Simons Jr.	Mr. Manuel Villavieja	
Dr. Chester W. Morse	Mr. & Mrs. Benjamin Quintana	Mr. Warren M. Sims Jr.	Mr. Ronald W. Vinson	
Mr. John H. Morse	Mr. Philip Rafferty	Mr. John W. Singleton	Mr. George Vinsonhaler	
Mr. Jack Moses	Mr. & Mrs. James B. Ramage	Mr. Thomas A. Sizemore III	Mr. Phillip S. Vogel	
Mr. R. G. Moulton	Agustin A. Ramirez	Mr. J. H. Skelton	Mr. Frederick Von Hollen	
Mr. James R. Moyer	Mr. Robert H. Ramsey	Mr. B. Franklin Skinner	Mr. James R. Wagner	
Mr. Sam Mozley	Mr. James K. Rankin	Mr. Donald G. Skinner	Mr. & Mrs. Robert J. Wall	
Mr. C. F. Muckenfuss III	Mr. Thomas Ransom	Rev. Steve Sloop Jr.	Mr. & Mrs. M. B. Wallace Jr.	
Captain Edward Muhlenfeld	Mr. J. Billie Ray Jr.	Mr. Clifford W. Smith Jr.	Mr. R. P. Warnock	
Mr. Terry W. Muirhead	Mr. W. Thomas Ray	Mr. D. Warren Smith	Mr. William C. Warren III	
Mr. Thomas H. Muller Jr.	Mrs. Agnes L. Reagan	Mr. F. DeVere Smith	Mr. Michael Wasserman	
Mr. James D. Mullins	Mr. E. C. Reckard Jr.	Mr. & Mrs. Fred W. Smith	Mr. Michael A. Waters	
Mr. Thomas G. Mundy Jr.	Dr. Bryan L. Redd Jr.	Mr. Hal L. Smith	Mr. J. P. Watkins Jr.	

## STUDENT LOAN FUNDS

**ALUMNAE LOAN FUND** of \$1,000.

**BING CROSBY LOAN FUND** of \$5,500 was established in 1966 by the Bing Crosby Youth Fund to provide financial assistance to deserving students who have completed their freshman year satisfactorily.

**GENERAL STUDENT LOAN FUND** of \$657,334 has been established with gifts from alumnae and friends and grants from the Board of Trustees.

**LUCY HAYDEN HARRISON LOAN FUND** of \$1,000.

**PEARL C. JENKINS LOAN FUND** of \$53,457 was established in 1925 by Mrs. Jenkins of Crystal Springs, Miss. Her daughter, the late Annie Tait Jenkins, a 1914 graduate, added substantially to the fund through an investment she made.

**NELL JONES MEMORIAL LOAN FUND** of \$4,605.

**DAVID N. LANDERS STUDENT LOAN FUND** of \$4,775.

**MARY LOUISE LATIMER LOAN FUND** of \$29,940 was established in 1962 with a bequest from her mother, Chloe Fowler (Mrs. William A.) Latimer, of Decatur, as a memorial to this member of the Class of 1935.

**HUGH L. AND JESSIE MOORE McKEE LOAN FUND** of \$5,500 was established in 1940 by Mrs. McKee, an Atlanta friend of the College.

**VIRGINIA PEELER LOAN FUND** of \$1,000.

**EUGENIA WILLIAMS SCHMIDT LOAN FUND** of \$9,635 was established in 1975 by her husband, C. Oscar Schmidt Jr. of Cincinnati, Ohio, in memory of this member of the Class of 1940.

**RUTH SLACK SMITH LOAN FUND** of \$5,000 was established in 1953 with a bequest from this 1912 graduate. Mrs. Smith had served as a university educator and administrator before becoming executive secretary of the Student Aid Foundation during her "retirement."

## ANNUITY FUNDS

**MARTHA CURRY CLECKLEY FUND** of \$10,288 was established in 1975 by Virginia Prettyman '34 in appreciation for the devotion Mrs. Cleckley had for Dr. Prettyman's mother.

**MARY BEN WRIGHT ERWIN FUND** of \$20,200 was established in 1984 by this member of the Class of 1925. This will establish later the Mary Ben Wright Erwin Scholarship Fund.

**ESTHER ANDERSON GRAFF FUND** of \$13,716 was established in 1983 by this friend of the College. This will become an addition to the Esther Anderson and James Graff Scholarship Fund.

**MARY SHIVE FUND** of \$1,150.

**FRANCES GILLILAND STUKES FUND** of \$10,000 was established in 1976 by this member of the Class of 1924 from Decatur. This will become an addition to the Frances Gilliland Stukes and Majorie Stukes Strickland Scholarship Fund.

## LIBRARY FUNDS

**AGNES LEE CHAPTER OF THE UNITED DAUGHTERS OF THE CONFEDERACY BOOK FUND** of \$1,000.

**RALPH BUCHANAN ALBAUGH BOOK FUND** of

\$53,658 was established in 1980 by his mother, Omaha Buchanan Albaugh '16, as a memorial for this pilot who died during the Battle of Iwo Jima. The income is used to purchase books in the humanities.

**THYRZA ASKEW BOOK FUND** of \$1,000.

**MARTHA LESSER BREEN BOOK FUND** of \$1,450.

**EDNA HANLEY BYERS BOOK FUND** of \$4,788.

**ASA GRIGGS CANDLER LIBRARY FUND** of \$47,000

was established in 1940 by the Board of Trustees from the generous gifts of this prominent Atlanta business leader who was one of the chief promoters of Christian education in the South. The income supports the operation of the library.

**MILTON CANDLER BOOK FUND** of \$2,500.

**ANDREW CARNEGIE LIBRARY FUND** of \$25,000 was established in 1951 by the Board of Trustees in recognition of Mr. Carnegie's generosity in having provided funds to build the College's first library in 1910. The income supports the operation of the library.

**ANNIE MAY CHRISTIE BOOK FUND** of \$2,186.

**MELISSA A. CILLEY BOOK FUND** of \$2,262.

**CLASS OF 1928 MEMORIAL BOOK FUND** of \$4,915.

**CLASS OF 1930 MEMORIAL BOOK FUND** of \$1,965.

**CLASS OF 1933 BOOK FUND** of \$7,913 established in 1978 by the member of this class as a part of their 45th reunion. The income is used to place books from the humanities in the library as memorials to members of this class.

**MARY KEESLER DALTON ART BOOK FUND** of \$25,000 was established in 1980 by Harry L. Dalton in honor of his wife, a 1925 graduate. The income is used to purchase books on art and art history.

**FLORENE F. DUNSTAN BOOK FUND** of \$3,588.

**REBEKAH HOUGH SCOTT HARMAN BOOK FUND** of \$3,200.

**MURIEL HARN BOOK FUND** of \$3,034.

**HUFF-ROSENBLATT BOOK FUND** of \$5,250 was established in 1980 by Ellen Rosenblatt Caswell '47 in memory of her mother, Adeline Huff Rosenblatt, and her grandfather, Major James Thomas Huff, CSA. The income is to be used to purchase books in Southern history and literature or by Southern authors.

**HUMANITIES BOOK FUND** of \$42,560 was established in 1980 with gifts from alumnae and friends and by a grant from the National Endowment for the Humanities. The income is used to purchase books in the humanities.

**NELL HEMPHILL JONES BOOK FUND** of \$1,000.

**G. BENTON KLINE BOOK FUND** of \$1,972.

**EMMA MAY LANEY BOOK FUND** of \$8,103 was established in 1956 by a group of her associates and former students to honor this professor of English upon her retirement after she had served 37 years on the faculty. The income is used

for the acquisition of rare books in English literature.

**ANN FLITCRAFT LATHRUP BOOK FUND** of \$10,635 was established in 1982 by her family and friends as a memorial for her years of service on the library staff. The income is used for acquisitions in reference material and American literature.

**THE JAMES ROSS McCAIN BOOK FUND** of \$16,235 was established in 1951 by faculty, students, alumnae and friends to honor President James Ross McCain upon his retirement after his 28 years of outstanding service as president of the College.

**ELEANOR BROWN McCAIN BOOK FUND** of \$15,000 was established in 1979 by her family and friends as a memorial to her for her role in the life of the campus and community. The income is used to purchase books in the humanities.

**CLAUDE CANDLER McKINNEY BOOK FUND** of \$1,000.

**LOUISE McKINNEY BOOK FUND** of \$1,834.

**ISABEL ASBURY OLIVER BOOK FUND** of \$1,575.

**WINGFIELD ELLIS PARKER BOOK FUND** of \$2,000.

**ELIZABETH GRAY AND MARVIN B. PERRY SR. BOOK FUND** of \$19,226 was established in 1978 by President Marvin B. Perry Jr. in memory of his mother and father.

**WALTER BROWNLOW POSEY BOOK FUND** of \$2,914.

**JANEE NEWMAN PRESTON BOOK FUND** of \$1,095.

**GERTRUDE K. SEVIN BOOK FUND** of \$2,835.

**FLORENCE E. SMITH BOOK FUND** of \$2,655.

**ALMA WILLIS SYDENSTRICKER BOOK FUND** of \$1,300.

**MARY WEST THATCHER BOOK FUND** of \$14,000 was established in 1980 by this alumna of the Class of 1915 who served as an active trustee from 1947 to 1971. The income is used to purchase books in the humanities.

**TIME, INCORPORATED BOOK FUND** of \$10,000 was established in 1966 with a grant from Time, Incorporated, as part of its effort to recognize and strengthen selected colleges.

**JANE McLAUGHLIN TITUS BOOK FUND** of \$3,500.

**CATHERINE TORRANCE BOOK FUND** of \$1,215.

**MERLE G. WALKER BOOK FUND** of \$1,465.

**VIRGINIA OWENS WATKINS BOOK FUND** of \$5,000 was established in 1984 with a bequest from this member of the Class of 1947. The income is to be used to purchase books for the library.

**WILLIAM GLASSELL AND LILLY BRUPBACHER WEEKS BOOK FUND** of \$10,015 was established in 1980 by Margaret G. Weeks '31 of New Orleans as a memorial to her parents. The income is used to purchase books in the humanities.

**EDGAR D. WEST BOOK FUND** of \$3,787.

## SPECIAL FUNDS

**THE WALTERS FUND** of \$32,502,708, established in 1955 through a bequest from Frances Winship Walters, represents the major part of Agnes Scott's Endowment. Mrs. Walters attended Agnes Scott Institute and served as a trustee for 16 years. As the residual beneficiary of her estate, Agnes Scott initially received \$4,291,630, the largest amount from any source.

**THE ENGLISH FUND** of \$635,019 was established in 1947 by a \$500,000 grant from an anonymous foundation. The income is used to maintain and strengthen the English department program.

**THE HISTORY AND POLITICAL SCIENCE FUND** of \$1,103,329 was established in 1964 through a \$500,000 marching grant from an anonymous foundation. The College matched the gift with an equal amount from other sources to total \$1 million. The income is used to maintain and strengthen the program of the Departments of History and Political Science.

**THE GENERAL ENDOWMENT FUND** of \$1,433,693 represents gifts from individuals, corporations and foundations.

## MEMORIAL FUNDS

**SARA BURKE ADDISON FUND** of \$17,131 was established in 1980 by Elizabeth Henderson Cameron '43 in memory of the daughter of Thomas and Dorothy Holloran Addison '43. The income is used for the professional development of the faculty in the humanities.

**WALLACE McPHERSON ALSTON PROFESSORSHIP OF BIBLE AND RELIGION** of \$500,000 was established in 1973 by the Board of Trustees in honor of Agnes Scott's third president when he retired after 25 years of distinguished service to the College.

**ANNA JOSEPHINE BRIDGMAN FUND** of \$2,780.

**WILLIAM A. CALDER FUND** of \$3,535.

**JOHN BULOW CAMPBELL FUND** of \$142,945 was established in 1940 by this generous trustee from Atlanta as the first gift to the College's Semi-Centennial Fund. The income is available to strengthen the College's operation.

**JOHN BULOW CAMPBELL SCIENCE BUILDING FUND** of \$250,000 was established in 1983 with a foundation grant. The income is used to equip and maintain this major academic facility.

**CHARLES MURPHEY AND MARY HOUGH SCOTT CANDLER FUND** of \$1,000.

**MARION T. CLARK RESEARCH FUND** of \$11,200 was established in 1978 by his family and friends as a memorial to this William Rand Kenan Jr. Professor of Chemistry and chairman of the department and in recognition of his 18 years of service at Agnes Scott. The income is used to assist the student research program.

**RENDER P. AND ELIZABETH POTTER CONNALLY FUND** of \$1,000.

**MARY KEESLER DALTON ART FUND** of \$30,944 was established in 1972 by Harry L. Dalton of Charlotte, N.C., in honor of his wife, Class of 1925. The income is used to purchase art for the College's Dalton Galleries.

**CHARLES A. DANA PROFESSORSHIP FUND** of \$565,835 was established in 1973 with a grant from the Charles A. Dana Foundation and matching funds from Agnes Scott. The income is used to supplement compensation for at least four Dana Professors.

**CHRISTIAN W. DIECKMANN FUND** of \$3,475.

**AGNES SCOTT DONALDSON FUND** of \$10,000 was established through a bequest from this member of the Class of 1917. The income is used where it is most needed.

**SUZANNE GOODMAN ELSON PRIZE FUND** of \$20,667 was established in 1986 by Edward E. Elson in honor of his wife, Suzanne Goodman Elson of the Class of 1959. The prize is awarded annually to an outstanding Agnes Scott student.

**LETITIA PATE EVANS FUND** of \$100,000 was in 1955 established through a bequest from this generous benefactor and trustee of the College to maintain and improve the dining hall named in her honor.

**WILLIAM JOE FRIERSON RESEARCH FUND** of \$3,925.

**ROBERT FROST AWARD FUND** of \$1,175.

**PAUL LESLIE AND CAROLYN WHITE GARBER FUND** of \$7,473.

**AGNES RAOUL GLENN FUND** of \$15,010 was established in 1944 by Thomas K. Glenn of Atlanta in memory of his wife.

**HARRY GOLDSMITH AND CLEIO ELIZA GREER FUND** of \$8,500 was established in 1980 by Juanita Greer White '26 in memory of her parents. The income is used by the chemistry department for its special needs.

**NANCY GROSECLOSE VISITING SCHOLARS FUND** of \$4,005.

**AMY WALDEN HARRELL FUND** of \$3,000.

**GEORGE P. HAYES FELLOWSHIP FUND** of \$2,825.

**JESSIE LAWRIE JOHNSON HICKS FUND** of \$3,121.

**FRED A. HOYT MEMORIAL FUND** of \$25,000 was established in 1971 with a bequest from this Atlanta friend of the College. The income is used to purchase capital equipment and to enhance admissions and public relations programs.

**HUMANITIES FACULTY FUND** of \$482,869 was established in 1980 with gifts from alumnae and friends and with a grant from the National Endowment for the Humanities. The income is used for professional development of the faculty in the humanities.

**CHARLOTTE HUNTER MEMORIAL FUND** of \$1,265.

**SAMUEL MARTIN INMAN FUND** of \$194,953 in 1923 was established with a bequest from Jane Walker Inman of Atlanta, as a memorial to her brother who was chair of the board from 1903 to 1914.

**WILLIAM RAND KENAN JR. PROFESSORSHIP OF CHEMISTRY FUND** of \$500,000 was established in 1969 by the William Rand Kenan Jr. Charitable Trust to perpetuate this business leader's interest in strengthening higher education.

**JAMES T. AND ELLA RATHER KIRK FUND** of \$903,250 was established in 1980 through a bequest from Mary Wallace Kirk '11 of Tusculumbia, Ala., who served as a trustee of Agnes Scott for more than 60 years. The income is used to enrich the College's academic program.

**WILMA ST. CLAIR HUOT KLINE FUND** of \$2,300.

**ELLEN DOUGLASS LEYBURN PROFESSORSHIP OF ENGLISH** of \$303,519 was established in 1969 by the Board of Trustees and her friends as a memorial to this member of the Class of 1927. As professor of English and chair of the department she inspired her students during her 32 years on the Agnes Scott faculty.

**ADELINE ARNOLD LORIDANS PROFESSORSHIP OF FRENCH** of \$450,000 was established in 1956 by the Charles Loridans Foundation in memory of an alumna of the Institute. Her husband, Charles Loridans, was the long-time French Consular Agent in Atlanta who created the foundation.

**WILLIAM MARKHAM LOWRY FUND** of \$25,000 was established in 1910 by Robert J. and Emma C. Lowry of Atlanta in memory of their son. The income is used for the natural science departments.

**MARY STUART MacDOUGALL MUSEUM FUND** of \$2,845.

**JAMES ROSS McCAIN LECTURESHIP FUND** of \$31,010 was established in 1966 by the students, faculty, alumnae and friends of Agnes Scott as a memorial to the second president whose span of distinguished service to the College had been 50 years. The income is used for a series of lectures on the liberal arts and sciences as related to the religious dimensions of human life.

**MICHAEL A. McDOWELL JR. FUND** of \$2,110.

**VIRGINIA BROWN MCKENZIE ALUMNAE HOUSE AND GARDEN ENHANCEMENT FUND** of \$7,735 was established in 1985 by friends, family and classmates to honor this member of the Class of 1947 who served as Director of Alumnae Affairs from 1974 to 1985. The income is to be used for improvements for the Alumnae House and Garden.

**LOUISE MCKINNEY BOOK AWARD FUND** of \$1,702.

**MARY ANGELA HERBIN McLENNAN MEDICAL FELLOWSHIP FUND** of \$45,047 was established in 1975 by Alex McLennan,

Atlanta attorney, in memory of his mother. The income provides a grant for an Agnes Scott College graduate to attend medical school.

**WALTER EDWARD McNAIR FUND** of \$7,695.

**MILDRED RUTHERFORD MELL LECTURE FUND** of \$5,338 was established in 1960 in her honor by her College associates and other friends on her retirement as professor and chair of the economics and sociology department. During many of her 22 years at the College, she was also chair of the Lecture Committee. The income is used to bring outstanding speakers to the College.

**GERALDINE MERONEY AWARD FUND** of \$6,160 was established in 1982 by the Board of Trustees and friends to honor her for 16 years of service as a professor in the Department of History. The income is used to recognize a junior and senior for outstanding work in humanities courses in the College.

**ELLEN WHITE AND WILLIAM WYETH NEWMAN AWARD FUND** of \$2,859.

**JOSEPH KYLE ORR FUND** of \$21,000 was established in 1941 by the trustees as a memorial to this Atlanta business leader whose 23 years of leadership as chair of Agnes Scott's Board of Trustees saw the College attain rapid growth and recognition. The income is used to strengthen the administrative work of the College.

**FRANK P. PHILLIPS FUND** of \$50,000 was established in 1950 with a bequest from this friend of the College from Columbus, Miss.

**MARGARET T. PHYTHIAN FUND** of \$3,195.

**JANEF NEWMAN PRESTON AWARD FUND** of \$4,495.

**CARRIE SCANDRETT FUND** of \$68,754 was established in 1969 by Agnes Scott alumnae, faculty, students, administration and trustees to honor, on her retirement, this 1924 graduate who became the College's second dean of students. She served with distinction for 44 years. Many memorial gifts following her death in 1981 added to the fund. The income is used for the student affairs program.

**GEORGE WASHINGTON SCOTT MEMORIAL FUND** of \$29,000 was established in 1909 by Decatur citizens to strengthen the College which he had helped to establish. The income is used for one of the academic departments.

**HAL AND JULIA THOMPSON SMITH FUND** of \$551,657 was established in 1959 by this Agnes Scott trustee and this alumna of the Class of 1931. Mr. Smith, a prominent Atlanta business leader, was an active member of the board from 1952 to 1977 and served as its chair from 1956 to 1973.

**THOMAS G. SNOW MEMORIAL FUND** of \$6,000.

**CHLOE STEEL VISITING PROFESSOR FUND** of \$2,832.

**MARY FRANCES SWEET FUND** of \$184,000 was established in 1956 with a bequest from this College physician and professor of hygiene who served in these capacities from 1908 to 1937 and remained a campus resident until her death. The income is used for the College's health services.

**MARY NANCY WEST THATCHER FUND** of \$86,930 was established in 1962 by this member of the Class of 1915 who served as president of the Alumnae Association in 1926-27 and as an active trustee from 1947 to 1971.

**LILLIAN DALE THOMAS AWARD FUND** of \$2,500.

**MARGRET GUTHRIE TROTTER FUND** of \$2,410

**FRANCES WINSHIP WALTERS FUND** of \$50,000 was established in 1943 by this generous alumna and trustee. The income is used for the operation and maintenance of the Walters Intimacy.

**ANNIE LOUISE HARRISON WATERMAN PROFESSORSHIP OF THEATRE** of \$100,000 was established in 1953 by this generous alumna of the Institute and trustee from 1947 to 1953.

**WENDY WILLIAMS SPEAKERS FUND** of \$4,040.

**GEORGE WINSHIP FUND** of \$10,000 was established in 1957 through a bequest from this Atlanta business leader who had served as a trustee for 25 years, 18 of which he was chairman of the board.

**ROBERTA POWERS WINTER FUND** of \$5,397 was established in 1974 by the Board of Trustees and her friends in honor of this member of the Class of 1927 on her retirement as the College's first Annie Louise Harrison Waterman Professor of Speech and Drama as well as department chair after 35 years of service. The income is used to bring visiting speakers from these fields to the campus.

**MYRNA GOODE YOUNG LATIN AWARD FUND** of \$2,200.

## SCHOLARSHIP FUNDS

**MARTIN J. ABNEY SCHOLARSHIP FUND** of \$5,000 was established in 1975 by a bequest from Louise Abney Beach King '20 of Birmingham, Ala., as a memorial to her father.

**CISSIE SPIRO AIDINOFF SCHOLARSHIP FUND** of \$17,082 was established in 1984 by her classmates, friends and family as a memorial to this member of the Class of 1951 and the Board of Trustees. The income is to be used for a worthy student.

**AKERS SCHOLARSHIP FUND** of \$7,000 was established in 1978 through the interest of business leaders C. Scott Akers of Atlanta and John M. Akers of Gastonia, N.C.

**LUCILE ALEXANDER SCHOLARSHIP FUND** of \$6,706 was established in 1951 by her friends to honor this 1911 graduate who returned to her alma mater to teach first chemistry and then mathematics before she

received an advanced degree in French from Columbia University. Hers was the first graduate degree earned by an Agnes Scott alumna. She was head of the French department for 28 years before her retirement in 1948. Preference is given to students majoring in French.

**LOUISA JANE ALLEN MEMORIAL FUND** of \$6,146 was established in 1958 by her friends and family as a memorial to this 1956 graduate after her fatal automobile accident.

**MARY VIRGINIA ALLEN SCHOLARSHIP FUND** of \$4,457

**ALLEN-REINERO SCHOLARSHIP FUND** of \$39,885 was established in 1984 as a combination of the Samuel Harrison Allen and Frederick Philip Reinero Funds, at the request of the family, in memory of Samuel Harrison Allen, Frederick Philip Reinero and Clara May Allen Reinero '23.

**MARY McPHERSON ALSTON SCHOLARSHIP FUND** of \$6,930 was established in 1960 by Dr. and Mrs. Wallace M. Alston to honor the mother of Agnes Scott's third president.

**WALLACE McPHERSON ALSTON SCHOLARSHIP FUND** of \$9,200 was established in 1973 by his many friends at the time of his retirement in appreciation of his distinguished service during his 25 years at Agnes Scott, 22 of which he served as president.

**SARA DAVIS ALT SCHOLARSHIP FUND** of \$1,600.

**NEAL L. ANDERSON SCHOLARSHIP FUND** of \$15,000 was established in 1976 by Ruth Anderson O'Neal '18 and her husband, Alan S. O'Neal, of Winton-Salem, N.C., as a memorial to her father, a Presbyterian minister and an Agnes Scott trustee from 1923 to 1931. Preference is given to a student majoring in Bible and religion.

**ARKANSAS SCHOLARSHIP FUND** of \$5,000 was established in 1962 by alumnae in that state. Preference is given to students from Arkansas.

**ARMSTRONG MEMORIAL SCHOLARSHIP FUND** of \$2,035.

**ATLANTIC ICE AND COAL COMPANY SCHOLARSHIP FUND** of \$2,500.

**ATLAS FINANCE COMPANY SCHOLARSHIP FUND** of \$1,100.

**MARY REYNOLDS BABCOCK SCHOLARSHIP FUND** of \$25,000 was established in 1964 by the Mary Reynolds Babcock Foundation of Winston-Salem. Preference is given to students from North Carolina.

**CHARLOTTE BARTLETT MEMORIAL SCHOLARSHIP FUND** of \$5,000 was established in 1972 by Ruby Stafford (Mrs. Charles W.) Bartlett of Tampa, Fla., in memory of her daughter of the class of 1950.

**NELSON T. BEACH SCHOLARSHIP FUND** of \$25,000 was established in 1954 by Louise Abney Beach '20 of Birmingham, Ala., in memory of her husband. The

Presbyterian Foundation holds \$15,000 of this amount for the College.

**MARY LIVINGSTON BEATIE SCHOLARSHIP FUND** of \$11,500 was established in 1950 by W.D. Beatie and Nellie Beatie in Atlanta in memory of their mother.

**IDA PENNINGTON BENTON SCHOLARSHIP FUND** of \$198,457 was established in 1986 by Will H. Benton of Atlanta in honor of his wife, a member of the Class of 1950.

**ANNIE V. AND JOHN BERGSTRÖM SCHOLARSHIP FUND** of \$1,000.

**JULIANNE WILLIAMS BODNAR MEMORIAL SCHOLARSHIP FUND** of \$6,312 was established in 1972 by her classmates and friends as a tribute to this member of the Class of 1963.

**J.O. BOWEN SCHOLARSHIP FUND** of \$6,000 was established by Decatur businessman J.O. Bowen.

**MARTHA BOWEN SCHOLARSHIP FUND** of \$1,000.

**BOYD-McCORD MEMORIAL SCHOLARSHIP FUND** of \$6,500 was established in 1976 with a bequest from Miss Clem Boyd as a memorial to her parents, William and Frances McCord Boyd, of Newton County, Ga.

**LETTIE MacDONALD BRITTAN SCHOLARSHIP FUND** of \$22,100 was established in 1963 by Fred W. and Ida Brittan Patterson '21 of Atlanta in memory of her mother.

**JUDITH BROADAWAY MEMORIAL SCHOLARSHIP FUND** of \$19,588 was established in 1966 by her classmates, family and friends as a memorial to this member of the Class of 1966 who died before graduation. Preference is given to a student majoring in philosophy.

**ALMA BUCHANAN BROWN SCHOLARSHIP FUND** of \$33,987 was established in 1979 by her son and the Burr-Brown Foundation to honor this 1916 graduate.

**CELESTE BROWN SCHOLARSHIP FUND** of \$3,665.

**DOROTHY DUNSTAN BROWN SCHOLARSHIP FUND** of \$2,500.

**ISABEL McCAIN BROWN SCHOLARSHIP FUND** of \$1,525.

**KIMBERLY ANN BROWN SCHOLARSHIP FUND** of \$4,200.

**MAUD MORROW BROWN SCHOLARSHIP FUND** of \$1,500.

**JOHN A. AND SALLIE BURGESS SCHOLARSHIP FUND** of \$7,900 was established in 1950 by these Atlanta friends of the College.

**CALDWELL MEMORIAL SCHOLARSHIP FUND** of \$7,500 was established in 1960 by George E. and Lida Rivers Caldwell Wilson '10 of Charlotte in memory of her parents, the late Dr. and Mrs. John L. Caldwell.



**LAURA BERRY CAMPBELL FUND** of \$100,000 was established in 1964 with gifts from Mrs. John Bulow Campbell of Atlanta because of her interest in the College and its students.

**ANNIE LUDLOW CANNON FUND** of \$1,000.

**ELLA CAREY SCHOLARSHIP FUND** of \$8,550 was established in 1969 by a grateful member of the Class of 1927 to honor this maid and friend to students and faculty alike during her years of service in Main Hall. Preference is given to black students.

**CAROLINAS SCHOLARSHIP FUND** of \$93,497 was established in 1984 by an alumna. Preference is given to full-time student or students in good academic standing from the Carolinas.

**CAPTAIN JAMES CECIL SCHOLARSHIP FUND** of \$3,000.

**CHATTANOOGA ALUMNAE CLUB SCHOLARSHIP FUND** of \$2,009.

**DR. AND MRS. TOLBERT FANNING CHEEK SCHOLARSHIP FUND** of \$1,500.

**IRVIN AND ROSA L. CILLEY SCHOLARSHIP FUND** of \$59,084 was established in 1964 by Melissa Cilley, a member of the Spanish department at Agnes Scott from 1930 to 1963, as a memorial to her parents. She later bequeathed her estate to the College for this fund.

**CITIZENS AND SOUTHERN NATIONAL BANK SCHOLARSHIP FUND** of \$25,000 was established in 1962 as a part of this bank's interest in the education of youth.

**JAMES J. CLACK SCHOLARSHIP FUND** of \$1,500.

**CAROLINE MCKINNEY CLARKE SCHOLARSHIP FUND** of \$31,125 was established in 1961 by Louise Hill Reaves '54 in honor of her mother, an alumna of the Class of 1927, a lifelong friend, neighbor and supporter of the College.

**CLASS OF 1957 SCHOLARSHIP FUND** of \$9,326 was established in 1962 by members of this class.

**CLASS OF 1964 SCHOLARSHIP FUND** of \$4,019.

**CLASS OF 1965 SCHOLARSHIP FUND** of \$1,174.

**CLASS OF 1968 SCHOLARSHIP FUND** of \$1,435.

**JACK L. CLINE JR. MEMORIAL SCHOLARSHIP FUND** of \$2,665.

**HOWARD P. CONRAD SCHOLARSHIP FUND** of \$25,000 was established in 1971 in his memory by his wife of St. Clair, Mich. Their daughter Patricia was a member of the Class of 1963.

**AUGUSTA SKEEN COOPER SCHOLARSHIP FUND** of \$16,675 was established in 1949 by Mr. and Mrs. Samuel Inman Cooper in honor of this member of the Class of 1917 who had stayed on at Agnes Scott to teach

chemistry for 13 years. Preference is given to students in that department.

**THOMAS L. AND ANNIE SCOTT COOPER SCHOLARSHIP FUND** of \$12,511 was established in 1935 through gifts from this Decatur family. Mrs. Cooper is the daughter of Colonel George W. Scott, the founder of the College.

**MARY CROSSWELL CROFT MEMORIAL SCHOLARSHIP FUND** of \$1,000.

**LAURA BAILEY AND DAVID CUMMING SCHOLARSHIP FUND** of \$1,000.

**MR. AND MRS. R.B. CUNNINGHAM SCHOLARSHIP FUND** of \$7,305 was established in 1950 by their family and friends in recognition of their more than 30 years of service to the College. Preference is given to students from missionary families or foreign countries, or to students interested in mission work.

**SARA DARRINGTON CURCIO SCHOLARSHIP FUND** of \$6,000 was established in 1985 by her sister and husband, Dr. and Mrs. Warren F. Rollins Jr., of Jacksonville, Florida, as a memorial to this member of the Class of 1929. The income is to be used for a deserving student.

**MARY CHEEK DAVENPORT SCHOLARSHIP FUND** of \$2,000.

**ANDREWENA ROBINSON DAVIS FUND** of \$1,000.

**LILLIAN McPHERSON DAVIS SCHOLARSHIP FUND** of \$9,870.

**MARIE WILKINS DAVIS SCHOLARSHIP FUND** of \$4,000.

**EMILY S. DEXTER MEMORIAL SCHOLARSHIP FUND** of \$1,365.

**EMILY S. DEXTER SCHOLARSHIP AWARD FUND** of \$10,610 was established in 1972 by Ruth Pringle Pipkin '31 of Reidsville, N.C., to recognize and honor Miss Dexter for service as a teacher of psychology at Agnes Scott from 1923 to 1955. A special committee selects the recipient from members of the rising senior class who are taking advanced courses in psychology.

**S. LEONARD DOERPINGHAUS SUMMER STUDY SCHOLARSHIP FUND** of \$5,247 was established in 1968 by students, colleagues and friends as a memorial to this biology professor who taught at Agnes Scott for almost 10 years before his untimely death.

**BETTYE PHELPS DOUGLAS SCHOLARSHIP FUND** of \$2,500.

**DAVID ARTHUR DUNSEITH SCHOLARSHIP FUND** of \$1,450.

**GEORGIA WOOD DURHAM SCHOLARSHIP FUND** of \$6,500 was established in 1938 by the late Jennie Durham Finley in memory of her mother. Preference is given to students from DeKalb County.

**JAMES BALLARD DYER SCHOLARSHIP FUND** of \$50,133 was established in 1949

by Diana Dyer Wilson '32 in memory of her father. Preference is given to students from Virginia or North Carolina.

**INEZ NORTON EDWARDS SCHOLARSHIP FUND** of \$2,350.

**KATE DURR ELMORE FUND** of \$25,295 was established in 1949 by Stanhope E. Elmore of Montgomery, Ala., in memory of his wife. Preference is given to Presbyterian students, particularly those from East Alabama Presbytery and other parts of the state.

**KATHERINE WOLTZ FARINHOLT SCHOLARSHIP FUND** of \$10,000 was established in 1983 by this member of the Class of 1933. Preference is given to students majoring in international studies.

**JENNIE DURHAM FINLEY SCHOLARSHIP FUND** of \$5,000 was established in 1938 by this friend of the College to assist students, preferably from DeKalb County.

**MARY LOUISE FOWLER HONOR SCHOLARS FUND** of \$50,000 was established in 1980 with a bequest from this graduate of the Class of 1929. The income is used for awards to Honor Scholars.

**RUFUS C. AND WYNIE COLEMAN FRANKLIN MEMORIAL SCHOLARSHIP FUND** of \$50,000 was established in 1978 in their honor by their daughter Marian Franklin (Mrs. Paul H.) Anderson '40 of Atlanta. The income is used for students from Emanuel County, Ga., where she was reared.

**HELEN AND TED FRENCH SCHOLARSHIP FUND** of \$5,000 was established in 1977 by this Atlanta member of the Class of 1974 and her husband. The income is to be used to assist Return to College students.

**LOUISE SULLIVAN FRY SCHOLARSHIP FUND** of \$1,000.

**ALEX P. GAINES HONOR SCHOLARS FUND** of \$50,000 was established in 1980 by Agnes Scott's trustees to honor this Atlanta attorney for his six years of distinguished service as chair of the board. The income is used for awards to Honor Scholars.

**LEWIS McFARLAND GAINES SCHOLARSHIP FUND** of \$1,300.

**GALLANT-BELK SCHOLARSHIP FUND** of \$1,000.

**KATHLEEN HAGOOD GAMBRELL SCHOLARSHIP FUND** of \$10,000 was established in 1963 by E. Smythe Gambrell of Atlanta as a living memorial to his wife who was an alumna. The award is made to an outstanding student preparing for Christian service.

**IVA LESLIE AND JOHN ADAM GARBER INTERNATIONAL STUDENT SCHOLARSHIP FUND** of \$10,456 was established in 1968 initially as a memorial to Mrs. Garber by her husband, Dr. John A. Garber, and her son and daughter-in-law, Dr. and Mrs. Paul Leslie Garber, of Agnes Scott. At Dr. John Garber's death in 1975

this scholarship became a memorial to him as well when further gifts from family and friends were received. The recipients must be students whose citizenship is other than that of the United States of America.

**JANE ZUBER GARRISON SCHOLARSHIP FUND** of \$2,275.

**LESLIE JANET GAYLORD SCHOLARSHIP FUND** of \$2,540.

**GENERAL ELECTRIC SCHOLARSHIP FUND** of \$2,000.

**GENERAL MEMORIAL SCHOLARSHIP FUND** of \$44,188 was established with gifts from many alumnae and friends to provide financial assistance to students.

**GEORGIA CONSUMER FINANCE ASSOCIATION SCHOLARSHIP FUND** of \$1,000.

**M. KATHRYN GLICK SCHOLARSHIP FUND** of \$13,716 was established in 1974 by the Board of Trustees along with many of her students and friends in recognition of her years as a teacher. For 28 years she was chair of the Department of Classical Languages and Literatures. Preference is given to a student in this department.

**EILLEN GOBER SCHOLARSHIP FUND** of \$3,475.

**FRANCES GOOCH SCHOLARSHIP FUND** of \$2,025.

**LUCY DURHAM GOSS FUND** of \$6,000 was established in 1935 by Jennie Durham Finley, a friend of the College, in honor of her niece, Lucy Durham Goss (Mrs. John H.) an alumna of the Institute.

**ESTHER AND JAMES GRAFF SCHOLARSHIP FUND** of \$16,327 was established in 1960 by Dr. Walter Edward McNair of Agnes Scott in honor and appreciation of Mr. and Mrs. James R. Graft.

**SARAH FRANCES REID GRANT SCHOLARSHIP FUND** of \$6,000 was established in 1935 by Mrs. John M. Slaton of Atlanta in honor of her mother.

**KENNETH AND ANNIE LEE GREENFIELD SCHOLARSHIP FUND** of \$13,275 was established in 1960 by Sallie Greenfield '56 in honor of her parents.

**RONIE HAGOPIAN SCHOLARSHIP FUND** of \$1,185.

**LOUISE HALE SCHOLARSHIP FUND** of \$4,517.

**HARRY T. HALL MEMORIAL SCHOLARSHIP FUND** of \$10,000 was established in 1919 by Mr. and Mrs. W.C. Bradley of Columbus in memory of Mrs. Bradley's brother. Preference is given to students from Muscogee County, Ga.

**SARAH BELLE BRODNAX HANSELL SCHOLARSHIP FUND** of \$5,000 was established in 1961 by Granger Hansell of Atlanta in memory of his wife, a member of the Class of 1923.

**GOLDIE HAM HANSON SCHOLARSHIP FUND** of \$10,325 was established in 1981 by her daughters Ann H.

Merklein '55 and Elizabeth H. Duerr '58 in memory of their mother, a member of the Class of 1919 and one of the first women physicians in Houston, Texas. Preference is given to seniors who intend to study medicine.

**WEENONA WHITE HANSON MUSIC SCHOLARSHIP FUND** of \$2,520.

**ROMOLA DAVIS HARDY SCHOLARSHIP FUND** of \$9,314 was established in 1984 by this member of the Class of 1920. Preference is to be given to Christian students from Coweta County, Georgia.

**GEORGE W. HARRISON JR. SCHOLARSHIP FUND** of \$18,000 was established in 1938 by a bequest from this Atlanta friend.

**QUENELLE HARROLD SCHOLARSHIP FUND** of \$60,463 was established originally in 1926 as a graduate fellowship by Mrs. Thomas Harrold of Americus in honor of her daughter, Mrs. Frank Sheffield, of the Class of 1923, but in 1976 it became a scholarship fund.

**HARWELL-HILL SCHOLARSHIP FUND** of \$10,000 was established in 1974 through a bequest from Ann Rebecca (Rebie) Harwell (Mrs. Lodowick Johnson) Hill '13 of Atlanta and is a memorial to her and her sister, Frances Grace Harwell '23.

**MARGARET MCKINNON HAWLEY SCHOLARSHIP FUND** of \$5,066 was established in 1940 through a bequest of Dr. F.O. Hawley of Charlotte, N.C., as a memorial to his wife, an alumna of Agnes Scott Institute.

**GEORGE HAYES SCHOLARSHIP FUND** of \$26,195 was established in 1981 by Dorothy Peace (Mrs. Edmund A.) Ramsaur '47 in honor of this professor emeritus and former chair of the English department.

**JULIA INGRAM AND LINFORD B. HAZZARD SCHOLARSHIP FUND** of \$1,607,539 was established in 1985 through a bequest of a member of the Class of 1919 and her husband, who lived in Columbus, Ga. Preference is given to physically handicapped students, or children of physically handicapped parents.

**CLEO HEARON SCHOLARSHIP FUND** of \$10,000 was established in 1984 by Mary Lillian Middlebrooks (Mrs. W.M.) Smeas as a memorial to Cleo Hearon, professor of history for 10 years before her death in 1928.

**LOUDIE AND LOTTIE HENDRICK SCHOLARSHIP FUND** of \$5,000 was established in 1935 by Lottie Hendrick of Covington, Ga., and is a memorial to these sisters.

**GUSSIE PARKHURST HILL SCHOLARSHIP FUND** of \$2,000.

**MARGARET MITCHELL HODGES SCHOLARSHIP FUND** of \$4,518.

**BETTY HOLLIS SCHOLARSHIP FUND** of \$1,343.

**HOLLIS-OAKLEY SCHOLARSHIP FUND** of \$3,515.



**ROBERT B. HOLT**  
**SCHOLARSHIP FUND** of \$10,891 was established in 1954 by Dr. Phillipa G. Gilchrist '23 in honor of her former professor and colleague who served as professor of chemistry at Agnes Scott for 28 years. Preference is given to students in chemistry.

**NANNETTE HOPKINS**  
**SCHOLARSHIP FUND** of \$294,073 was established in 1973 by a bequest from Florence Smith (Mrs. Joseph T.) Sims '13 of Berkeley, Calif., as a memorial to Dean Hopkins for her outstanding service to Agnes Scott from 1889 to 1938. Assistance is given to promising music students.

**JENNIE SENTELLE**  
**HOUGHTON**  
**SCHOLARSHIP FUND** of \$10,400 was established in 1945 by Dr. M. E. Sentelle of Davidson, N.C., in honor of his sister. The recipient must have already attended Agnes Scott at least one year.

**WADDY HAMPTON AND**  
**MAUDE CHAPIN HUDSON**  
**SCHOLARSHIP FUND** of \$6,641 was established in 1968 by Anne Chapin Hudson (Mrs. Frank H. Jr.) Hankins '31 in memory of her parents. Preference is given to black students.

**RICHARD L. HULL**  
**SCHOLARSHIP FUND** of \$3,000.

**GEORGE THOMAS**  
**HUNTER MEMORIAL**  
**SCHOLARSHIP FUND** of \$25,000 was established in 1963 by the Benwood Foundation of Chattanooga to honor its founder, a pioneer in the Coca-Cola bottling industry. The recipients are students from Chattanooga or Tennessee.

**LOUISE AND FRANK**  
**INMAN FUND** of \$6,000 was established in 1951 with gifts from these Atlanta leaders. Mr. Inman was an Agnes Scott trustee for 35 years.

**LOUISE REESE INMAN**  
**SCHOLARSHIP FUND** of \$3,829.

**JACKSON SCHOLARSHIP**  
**FUND** of \$56,816 was established in 1953 with a bequest of Elizabeth Fuller Jackson, a member of Agnes Scott's history department for 28 years. It is a memorial to her and her parents, Charles S. and Lillian F. Jackson.

**LOUISE**  
**HOLLINGSWORTH**  
**JACKSON SCHOLARSHIP**  
**FUND** of \$8,020 was established in 1965 by Mr. and Mrs. Charles Jackson of Fayetteville, Ga., to honor Mrs. Jackson, a member of the Class of 1932.

**LAURIE STUBBS JOHNS**  
**SCHOLARSHIP FUND** of \$45,153 was established in 1985 by this late member of the Class of 1922. Preference is given to applicants and students from DeKalb County.

**ANN WORTHY JOHNSON**  
**SCHOLARSHIP FUND** of \$6,185 was established in 1971 by Agnes Scott alumnae and other friends in memory of this member of the class of 1938 and in appreciation of her leadership as director of alumnae affairs at Agnes Scott for 16 years.

**GUSSIE O'NEAL AND**  
**LEWIS H. JOHNSON**  
**SCHOLARSHIP FUND** of \$5,000 was established in 1973 with a bequest from this member of Agnes Scott's music department for 40 years. With his wife, a former student of the Class of 1911, he developed the voice section of the department.

**THE CLASS OF 1936**  
**SCHOLARSHIP FUND** of \$11,438 was established in 1984 by an anonymous member of that class.

**JONES-RANSONE**  
**MEMORIAL SCHOLARSHIP**  
**FUND** of \$1,000.

**ANNICE HAWKINS**  
**KENAN SCHOLARSHIP**  
**FUND** of \$50,000 was established in 1969 by a grant from the Sarah Graham Kenan Foundation of Chapel Hill, N.C., in memory of this early alumna of Agnes Scott. Preference is given to students from the Atlanta area or from North Carolina who intend to teach.

**ANNIE GRAHAM KING**  
**SCHOLARSHIP FUND** of \$6,000 was established in 1970 with a bequest from this member of the class of 1906 and with a memorial gift from Mr. and Mrs. James A. Minter Jr. of Tyler, Ala.

**MARTIN LUTHER KING**  
**JR. SCHOLARSHIP FUND** of \$9,875 was established in 1968 by gifts from students, faculty and friends to provide financial assistance to black students.

**MARY ELISABETH**  
**TRABERT KONTZ**  
**SCHOLARSHIP FUND** of \$1,005.

**A.M. AND AUGUSTA R.**  
**LAMBDIN SCHOLARSHIP**  
**FUND** of \$2,200.

**LANIER BROTHERS**  
**SCHOLARSHIP FUND** of \$4,540.

**TED AND ETHEL LANIER**  
**SCHOLARSHIP FUND** of \$1,000.

**HARRIETT HAYNES LAPP**  
**SCHOLARSHIP FUND** of \$2,015.

**KATE STRATTON LEEDY**  
**SCHOLARSHIP FUND** of \$1,000.

**RUTH LEROY MEMORIAL**  
**SCHOLARSHIP FUND** of \$5,890 was established in 1961 by her parents, Mr. and Mrs. W. Leroy, of Waynesboro, Georgia, and by friends of this 1960 graduate.

**LINDSEY SCHOLARSHIP**  
**FUND** of \$7,000 was established in 1923 by Mr. and Mrs. Dennis Lindsey of Decatur. Preference is given to students from metropolitan Atlanta.

**EDWARD H. LITTLE**  
**SCHOLARSHIP FUND** of \$12,500 was established in 1982 through a bequest from this former American business leader. His niece Helen Boyd McConnell was a member of the Class of 1934.

**HELEN BURK**  
**LONGSHORE**  
**SCHOLARSHIP FUND** of \$73,370 was established in 1977 through a bequest from this aunt of Jackie Pfarr (Mrs. D. S.) Michael '53 of Ridgewood, N.J., whose daughter Susan was a member of the Class of 1974.

**J. SPENCER LOVE**  
**MEMORIAL SCHOLARSHIP**  
**FUND** of \$28,000 was established in 1962 by his wife, the former Martha Eskridge '33, who was Mrs. Nathan M. Avers of Greensboro, N.C.

**CAPTAIN AND MRS. JOHN**  
**DOUGLAS MALLOY**  
**SCHOLARSHIP FUND** of \$3,500.

**MAPLEWOOD INSTITUTE**  
**MEMORIAL SCHOLARSHIP**  
**FUND** of \$2,500.

**VOLINA BUTLER AND B.**  
**FRANK MARKERT**  
**SCHOLARSHIP FUND** of \$3,525.

**NANNIE R. MASSIE**  
**MEMORIAL SCHOLARSHIP**  
**FUND** of \$2,000.

**PAULINE MARTIN**  
**McCAIN MEMORIAL**  
**SCHOLARSHIP FUND** of \$15,774 was established in 1954 by friends of the wife of Dr. James Ross McCain, the second president of the College.

**ALICE McINTOSH**  
**MEMORIAL SCHOLARSHIP**  
**FUND** of \$3,930.

**McKOWEN-TAYLOR**  
**SCHOLARSHIP FUND** of \$5,025 was established in 1949 and is a memorial for Sarah Pipes McKowen and her daughter May McKowen (Mrs. B. B.) Taylor '06 of Baton Rouge. Mrs. Taylor is the mother of Jane (Mrs. Edward S.) White '42 of Atlanta. The income is used for scholarship assistance.

**MARY STEWART McLEOD**  
**SCHOLARSHIP FUND** of \$1,000.

**LAWRENCE McNEIL**  
**SCHOLARSHIP FUND** of \$1,100.

**HYTA PLOWDEN**  
**MEDERER SCHOLARSHIP**  
**FUND** of \$11,500 was established in 1962 by this alumna of the Class of 1934. Mrs. Leonard John Mederer, of Valdosta, Ga.

**MARY DONNELLY**  
**MEEHAN SCHOLARSHIP**  
**FUND** of \$1,000.

**JACQUELINE PFARR**  
**MICHAEL SCHOLARSHIP**  
**FUND** of \$1,000.

**G. EVERETT MILLICAN**  
**SCHOLARSHIP FUND** of \$3,448 was established in 1967 by this Atlanta leader and friend of Agnes Scott.

**MILLS MEMORIAL**  
**SCHOLARSHIP FUND** of \$1,000.

**JAMES A. AND**  
**MARGARET BROWNING**  
**MINTER SCHOLARSHIP**  
**FUND** of \$22,500 was established in 1963 by their son, James A. Minter Jr. of Tyler, Ala., an active trustee of Agnes Scott from 1959 to 1978.

**CHARLOTTE JACKSON**  
**MITCHELL SCHOLARSHIP**  
**FUND** of \$5,000 was established in 1986 by James Jackson of Memphis, Tenn., in memory of his sister, a member of the Class of 1914. Preference is given to students who are ministers' daughters.

**WILLIAM A. MOORE**  
**SCHOLARSHIP FUND** of \$5,000 was established in 1892 from a bequest in his will. This leading Atlantan provided the College's first endowed scholarship. Preference is given to students whose parents are Presbyterians.

**JOHN MORRISON**  
**MEMORIAL SCHOLARSHIP**  
**FUND** of \$3,000.

**MARGARET FALKINBURG**  
**MYERS SCHOLARSHIP**  
**FUND** of \$5,000 was established in 1971 by Mrs. Arthur W. Falkinburg of Atlanta in memory of her daughter, a member of the Class of 1941.

**LILLIAN WHITE NASH**  
**AND LETITIA ROCKMORE**  
**NASH SCHOLARSHIP**  
**FUND** of \$11,000 was established in 1985 by Franklin Nash of Atlanta honoring his late wife, Lillian White '28 and his present wife, Letitia Rockmore '33.

**ELKAN NAUMBERG**  
**MUSIC SCHOLARSHIP**  
**FUND** of \$2,000.

**NEW ORLEANS ALUMNAE**  
**CLUB SCHOLARSHIP**  
**FUND** of \$7,553 was established in 1955 by members of this Agnes Scott group. Preference is given to students from that area.

**JANET NEWTON**  
**SCHOLARSHIP FUND** of \$1,500.

**MARYELLEN HARVEY**  
**NEWTON SCHOLARSHIP**  
**FUND** of \$13,815 was established in 1972 by her husband, Henry Edgar Newton, of Decatur, to honor this member of the Class of 1916 and other members of their family who are alumnae: Jane Anne Newton Marquess '46, Martha Reese Newton Smith '49 and Anne Marquess Camp '70.

**KATHERINE TAIT**  
**OMWAKE SCHOLARSHIP**  
**FUND** of \$2,000.

**RUTH ANDERSON**  
**O'NEAL SCHOLARSHIP**  
**FUND** of \$25,000 was established in 1962 by her husband, Alan S. O'Neal, of Winston-Salem, N.C., to honor this leader of the Class of 1918 who served as president of the College YWCA. Preference is given to students majoring in Bible.

**MARIE SCOTT O'NEILL**  
**SCHOLARSHIP FUND** of \$12,315 was established in 1978 by a bequest from this member of the Class of 1942 from Atlanta. She was a great-granddaughter of Colonel George W. Scott, the founder of the College.

**ELIZABETH ROBERTS**  
**PANCAKE SCHOLARSHIP**  
**FUND** of \$1,040.

**WINGFIELD ELLIS**  
**PARKER MEMORIAL**  
**SCHOLARSHIP FUND** of \$7,284 was established in 1970 by her parents, William Douglas and Frances Tennent Ellis '25, and her husband, Richard K. Parker, all of Atlanta. Preference is given to students majoring in English or Bible.

**JOHN H. PATTON**  
**SCHOLARSHIP FUND** of \$4,000.

**LILLIAN GERTRUDE**  
**PATTON LATIN**  
**SCHOLARSHIP FUND** of \$10,000 was established in 1979 by her sister, Bess Patton, of Chattanooga, Tenn. The award honors this 1920 Agnes Scott graduate for her untiring devotion to the Latin language and for her 49 years of distinguished and dedicated teaching of this language. The scholarship is awarded on the

basis of financial need and for excellence in Latin.

**PAULEY SCHOLARSHIP**  
**FUND** of \$1,000.

**BARBARA MURLIN**  
**PENDLETON**  
**SCHOLARSHIP FUND** of \$2,608.

**MARVIN B. PERRY JR.**  
**HONOR SCHOLARS FUND** of \$500,000 was established in 1982 by the Board of Trustees to honor Agnes Scott's fourth president at the time of his retirement after nine years of distinguished service to the College. The income is to be used for the Honor Scholars Program.

**MILDRED LOVE PETTY**  
**SCHOLARSHIP FUND** of \$4,363.

**MARY NOBLE PHELPS**  
**SCHOLARSHIP FUND** of \$10,000 was established in 1974 by her mother, Mrs. A. M. Noble, of Smithfield, N.C., in memory of her daughter, a member of the Class of 1938.

**WALTER B. POSEY**  
**SCHOLARSHIP FUND** of \$26,060 was established in 1981 by Dorothy Posey (Mrs. Edmund A.) Ramsay '47 in honor of this professor emeritus and former chair of the history and political science department.

**ANNIE S. WILEY PRESTON**  
**SCHOLARSHIP FUND** of \$20,799 was established in 1986 by a non-graduate of the Institute and late resident of Decatur, who earmarked these funds for deserving students.

**COLONEL JOSEPH B.**  
**PRESTON MEMORIAL**  
**SCHOLARSHIP FUND** of \$1,000.

**GEORGE A. AND**  
**MARGARET MORGAN**  
**RAMSPECK SCHOLARSHIP**  
**FUND** of \$2,000.

**MARY WARREN READ**  
**SCHOLARSHIP FUND** of \$47,537 was established in 1960 by this alumna of the Class of 1929 who has been active in promoting the College and has been an Agnes Scott trustee emerita since 1979.

**ALICE BOYKIN**  
**ROBERTSON**  
**SCHOLARSHIP FUND** of \$1,395.

**HENRY A. ROBINSON**  
**SCHOLARSHIP FUND** of \$8,160 was established in 1970 by the Agnes Scott trustees to honor this professor who served as head of the mathematics department from 1926 to 1970. Preference is given to students majoring in mathematics.

**LOIS EVE ROZIER**  
**SCHOLARSHIP FUND** of \$98,000 was established in 1955 by this member of the Class of 1919 to award scholarships to students from Richmond County, Ga., of demonstrated financial need, good character and good scholastic standing.

**LOUISE SCOTT SAMS**  
**SCHOLARSHIP FUND** of \$9,397.

**BETTIE WINN SCOTT**  
**SCHOLARSHIP FUND** of \$4,940.

**JULIUS J. SCOTT**  
**SCHOLARSHIP FUND** of \$2,000.

**WILLIAM SCOTT**  
**SCHOLARSHIP FUND** of \$10,000 was established in 1938

**ALUMNAE CLUB** His wife, Ann King Scott, of Fairleigh. He was nephew of Agnes Washington Scott, founder of the College.

**SCOTTDAL MILLS SCHOLARSHIP FUND** of \$7,010 was established in 1962 to provide financial assistance to the daughters of missionaries.

**MARY SCOTT SCULLY SCHOLARSHIP FUND** of \$1,402 was established in 1942 by C. Alton Scully of Philadelphia, Penn., in memory of his mother, a second daughter of the Agnes Scott family who in the college was named. The award is made to a student who has completed at least one year of the College.

**MARY BONEY SHEATS BIBLE SCHOLARSHIP FUND** of \$7,075 was established in 1973 by her family in recognition of her service as professor of Bible at Agnes Scott and as a leader in the Presbyterian church. The award is given to a student majoring in Bible and religion.

**MARY D. SHEPPARD MEMORIAL SCHOLARSHIP FUND** of \$2,500

**SHIELDS-PFEIFFER SCHOLARSHIP FUND** of \$6,535 was established in 1953 by a gift from the late Sarah Shields Dittmer '27.

**WARD E. SHUMAKER SCHOLARSHIP FUND** of \$1,200

**MARGARET MASSIE SIMPSON SCHOLARSHIP FUND** of \$1,535

**SLACK SCHOLARSHIP FUND** of \$5,000 was established in 1953 by Scott E. and Julia Pratt Slack '42 of Decatur in recognition of their daughters Ruth E. Beck '42, Ginger Lee Alor '49 and Julia S. Hunter '45.

**FLORENCE E. SMITH HONOR SCHOLARS FUND** of \$1,402 was established in 1972 by a bequest from this former professor who had been a member of the honor argument for 36 years. The income is used for awards to Honor Scholars.

**HAL L. SMITH HONOR SCHOLARS FUND** of \$2,200 was established in 1952 by Hal Agnes Scott trustee in honor of this Atlanta business leader for his 17 years of distinguished service as chairman of the Board. The income is used for awards to Honor Scholars.

**LILLIAN SMITH SCHOLARSHIP FUND** of \$2,200

**EVELYN HANNA SOMMERVILLE FUND** of \$5,285 was established in 1965 by the Russell Library Association in honor of its president, Mrs. Robert L. Sommerville '23. Preference is given to students desiring to be librarians.

**SOUTH CAROLINA SCHOLARSHIP FUND** of \$1,000

**BONNER AND ISABELLE LEONARD SPEARMAN SCHOLARSHIP FUND** of \$11,654 was established in 1962 by the member of the Class of 1942 in appreciation of the opportunities that college offers its students.

**ANNE AND ALBERT SPIVEY SCHOLARSHIP FUND** of \$5,050 was established in 1964 by Brooks Spivey, Creeds of Arlington, Vermont, member of the Class of 1937, as a memorial to her parents. The income is to be used for Black or Hispanic students, with preference to be given to students enrolled in the Return to College Program.

**LAURA MAYES STEELE HONOR SCHOLARS FUND** of \$159,567 was established in 1977 from the estate of this member of the Class of 1937 who served the College for 42 years, first as secretary to the president and later as registrar and director of admissions. The income is used for awards to Honor Scholars.

**CAROLYN STROZIER SCHOLARSHIP FUND** of \$22,765 was established in 1979 by her mother and friends as a memorial to this member of the Class of 1941 who had been active in the Alumnae Association while on the staff at Rich's.

**FRANCES GILLILAND STUKES AND MARJORIE STUKES STRICKLAND SCHOLARSHIP FUND** of \$15,750 was established in 1962 by Dea Emeritus Samuel Guerry Stukes. The scholarship honors his wife, '24, and daughter, '51.

**SAMUEL GUERRY STUKES SCHOLARSHIP FUND** of \$21,260 was established in 1957 by the Board of Trustees to honor Dean Stukes upon his retirement after 44 years of distinguished service as a faculty member. He also served as an active trustee from 1946 to 1971. The income is used for awards to the three Stukes Scholars, the students who rank first academically in each of the rising sophomore, junior and senior classes.

**FLETCHER E. AND LYDA JAMES SWANN AND OLIVIA SWANN WARD SCHOLARSHIP FUND** of \$6,000 was established in 1955 by the transfer of funds from the Olivia Ward Swann Annuity Fund, after her death, as a memorial to her parents and family. Preference is given to blood descendants of those in whose memory the fund is established.

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**TEASLEY O'NEAL SCHOLARSHIP FUND** of \$10,000 was established in 1984 with a bequest from Jewell Glover Teasley, member of the Institute. Preference is given to a worthy pre-med student or a science major if no pre-med student is chosen.

**HENRY CALHOUN AND SUSAN WINGFIELD TENNENT SCHOLARSHIP FUND** of \$4,093

**MARY WEST THATCHER SCHOLARSHIP FUND** of \$56,028 was established in 1954 by this 1915 graduate whose service to the College included president of the

Alumnae Association in 1926-27 and an active trustee from 1947 to 1971. Preference is given to Christian students from other countries and to other students preparing for Christian service.

**BENJAMIN FRANKLIN AND OLIVE BOURNE THOMAS SCHOLARSHIP FUND** of \$79,233 was established in 1984 with a bequest from Mary Olive Thomas, member of the Class of 1942, as a memorial to her parents. The income is to be used for outstanding seniors who will continue their studies in either medicine or English.

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**ELIZABETH CLARKSON TULL MEMORIAL SCHOLARSHIP FUND** of \$65,000 was established in 1959 by Joseph M. Tull of Atlanta in memory of his wife to assist students selected on the basis of Christian character, ability and need.

**JOSEPH M. TULL MEMORIAL SCHOLARSHIP FUND** of \$65,000 was established in 1964 by the J.M. Tull Foundation to honor this outstanding business, church and civic leader of Atlanta and to assist students worthy of Agnes Scott's ideals.

**KATE HIGGS VAUGHAN FUND** of \$134,726 was established in 1975 through a bequest from this member of the Class of 1924. The income is used annually for the Wilson Asbury Higgs Mathematics Scholarship and the Emma Bruagh Music Scholarship as memorials to her father and mother. When more income is available, it is used to fund additional memorial scholarships.

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**GEORGE C. WALTERS MEMORIAL SCHOLARSHIP FUND** of \$5,000 was established in 1920 by his wife, Frances Winship Walters, an Agnes Scott alumna, trustee and benefactor.

**ANNIE DODD WARREN SCHOLARSHIP FUND** of \$106,943 was established in 1961 by Dr. and Mrs. William C. Warren Jr. of Atlanta in honor of his mother.

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stayed up, quizzed each other, and made popcorn. The only difference is that I went to sleep after the popcorn and they stayed up and studied some more."

Today Little doesn't blink at what she considers "basic life skills." She credits her experience as a student at Agnes Scott for allowing her the freedom to discover her competency. "I hope that through my experiences I have taught my sons that although I may not be able to do everything in the world, I can certainly try to do everything."

Chairs are set up under sweeping magnolia trees. The last note of the processional march rings out over the crowd as seniors prepare to walk across the stage one by one as their names are called over the loudspeaker. It's June, and the weather is perfect for Agnes Scott's 97th commencement.

The voice calls Karen Green-Grantham. Spontaneous, overwhelming applause follows her name. Fellow seniors give her a standing ovation.

She is 38-years-old and began at Agnes Scott in 1981 as a part-time student. Many RTC's elect to begin this way, taking one or two courses per semester. Throughout her career as a student, Green-Grantham was employed as a senior resident in a dorm. "Miss G," as she is affectionately called, never had a problem interacting with or relating to traditional students. Of the age difference she says simply, "It never bothered me."

"I think it's because I didn't think about the age difference," she explains. If there is a generational gap, she says, it's "only on an individual basis and has to do with the personality of the RTC or the [younger] women in their classes."

Green-Grantham was living and working at Spelman College in Atlanta when she attended an AAUW booksale and met an Agnes



Karen Green-Grantham '86

Scott alumna there. The woman gave her a Return to College brochure. Green-Grantham slipped it in her book and didn't find it until two months later.

She called the College and spoke with Mildred Love Petty '61, who was then working with the program. She told Petty that she wanted to work while going back to school, but if circumstances prohibited that, she was ready to investigate attending full time.

She didn't have to do that. A job as a senior resident was opening up and she was able to work and take as many classes as her schedule allowed. The former psychology major now has a new job on campus: director of student activities and housing, another position that opened up at just the right time for her. She is enjoying the position but says, "I am toying with the idea that I can't stop here. I am looking at graduate school, either in counseling at Georgia State or seminary school."

For Barbara Dudley, another 1986 graduate, the value of Agnes Scott is that students can combine several different interests into one major.

Dudley arrived at Agnes Scott in January 1984 with 10 years' experience at a local bank. Like Green-

Grantham, she started part time — taking only two courses. She gave herself two quarters, then increased her load to full time. She graduated with a degree in art history and English literature in June.

Today Dudley is working on a research project for the Atlanta Historical Society. Her job is a volunteer one, but she feels the experience she is gaining will be a stepping stone to a paid position in her field.

"Right now I'm doing everything I wanted to do," she says. Graduation was a beginning rather than an end for her, whose long-term goals include graduate school.

She enjoyed her interaction with traditional students at Agnes Scott. "Age doesn't make a difference anymore. I like people the way they are." This 47-year-old does admit she thought it would be hard to be a friend to 18-year-olds "when you're their mothers' age," but notes: "I didn't think we would have anything in common; but I found that was not true."

Coming from Dekalb College, where she received an associate's degree, Louise Bailey began Agnes Scott as a junior. Discovering she could get additional financial aid if she took a full load, Bailey jumped in with both feet.

She spent the whole first quarter waiting for something terrible to happen, she says, taking school one day at a time. She made it through her first test; then her first mid-term; and finally her first exam; and the "boom never fell."

After graduating with degree in English literature in 1984, Bailey took a job as a legal assistant until her last child finished college. Now, two years later, she is ready to return to the classroom and receive certification to teach. Like Dudley, she is looking ahead to graduate school. She plans to teach for a year or two until she decides on the focus of her study.



Linda Florence with her children: John, 8; Robyn, 4; and Jodi, 16. She works in the Admissions Office and attends classes part time.

These four women represent typical Agnes Scott Return to College students. Each is unique, yet a common theme runs through each of their stories. It is their thirst for knowledge, their striving for personal excellence, and their commitment to a quality education.

Over the past three years, the RTC population has grown from 25 to almost 70. The program celebrated its official 10th anniversary in May, although Agnes Scott has been admitting non-traditional students since as early as the 1930s.

Marilynn Mallory started as part-time director of the RTC program in 1983. After a year the program expanded so much that her job grew into a full-time one.

Of the 68 enrolled RTCs, says Mallory, 50 percent work; 50 percent have children under the age of 18; and 30 percent have small children, work, and go to school. The overall RTC grade point average is 3.0

"These women are bright, intelligent, and motivated," says Mallory. "They have a passion for life."

An invitation mailed out this summer to prospective Return to College students captures the determined spirit of the women who choose the program. On the front is a pen and ink drawing of a woman standing on her toes, with one arm raised, ready to take off. Underneath, the words read, "On your mark . . . Get Set . . . Grow." See you at the starting line. ♦

Linda Florence is a 35-year-old mother of three who works in the Admissions Office in addition to attending school. She writes: "Four years ago I enrolled at Agnes Scott as a Return to College student. I told my children I was going to be a RTC, and they wanted to know why I joined the Army. Today I am halfway through my junior year. In five more semesters I will walk across the platform and receive my degree. Determined? You bet."

This article is adapted from an article by Florence which appeared in *The Dekalb News/Sun*.



Photographs by Gabriel Benzur  
Interior settings by Jova/Daniels/Busby Architects



# Jewels in the Crown

**Restored to their former grandeur,  
Agnes and Rebekah Scott Halls are filled with new treasures.**

By Stacey Noiles

**T**he oldest buildings on Agnes Scott's campus now have become the newest. The photographs on these pages show the culmination of a yearlong effort, a partnership of designers, architects and contractors working to restore Agnes and Rebekah Scott Halls to their former elegance. Elegant they are — lovely to look at, to live in, to work in.

When Agnes Scott Hall was built in 1891, it epitomized luxurious college living. It contained electric lights, steam heat, hot and cold

running water and sanitary plumbing. Its original cost was \$82,500, some \$12,500 more than its companion hall, which was built in 1905.

Their combined renovation cost \$2.6 million. As with Inman Hall's renovation, much of the furniture was given by alumnae. A great deal of furniture came from the Julia Ingram and Linford B. Hazzard estate, which was left to the College this year. Julia Ingram Hazzard was a member of the Class of 1919. Their bequest also enabled the College to furnish many

of the parlor rooms with curios and other finishing touches.

According to Vice President for Business and Finance Gerald O. Whittington, the approach to renovating Main and Rebekah differed from that of Inman. "We decided to renovate the character of the facilities with wood furniture and chandeliers. They're not as dressed as Inman."

"[Before its renovation] Inman was your basic residence hall," explained Whittington. "Because



*The McKinney Parlor is the room most evocative of the Victorian period. It has darker tones than other, more brightly painted rooms in Main. Much of the furniture comes from the Hazzard estate.*

Main originally had a multipurpose use (it housed student rooms, administrative and faculty offices, as well as classrooms during the early years of the College), it is less uniform and has more interesting nooks and crannies. It's got that hexagonal tower. Rebekah has columns as its main feature. We had to dress up Inman more."

Much of Inman's dressed look comes from its Victorian print wallpaper. The interior designers, led by Henri Jova of Jova/Daniels/Busby Architects, chose a different route for Main and Rebekah.

"The dorms were in bad condition as far as the walls and the trim," said Nancy Boyer, the project manager for Jova/Daniels/Busby. "We painted them to bring out the trim. We did the trim in contrasting colors.

"We tried to pick fabrics and colors of the Victorian period," said Boyer. "We had already done research on it for another project. However, it's



*An alcove in Rebekah's lobby. The mirror was found in a storage room under the dining hall, restored and regilded. The Jacobean chair is a gift of Nelle Chamlee Howard '34.*

hard to find fabrics that will withstand the wear of dormitory use, but are also of that period.

"We also tried very hard not to make it look decorated. President Schmidt had asked that [all the rooms] not look alike, that each room be unique," she explained. They chose to paint the ceilings to add interest to the rooms. A subtle mauve tints the ceiling in Rebekah's reception hall, while its main lobby ceiling is painted lilac. To further enhance the period look of the buildings, Boyer and Michi Newman, the project designer, selected Victorian lighting fixtures that would reflect onto the ceilings yet cast a great deal of light.

One concession that they did not make to the Victorian era was window treatments. Although that period is known for heavy, dark draperies, Boyer and Newman chose minimal, draped swags for all the parlor rooms and offices to allow more light to enter.

## Frances Garrett's labor of love

Because Frances Steele Garrett '37 lived in Rebekah Scott Hall for part of her undergraduate career at Agnes Scott, she takes particular delight in working with the designers and alumnae board to acquire furniture for Agnes and Rebekah Scott Halls' renovations. "Those two buildings have a very special place with me," she says.

Garrett and Alumnae Acquisitions Committee members Dot Travis Joyner '41 and Julia Thompson Smith '31 gave the donated furniture to Nancy Boyer and Michi Newman of Jova/Daniels/Busby Architects, who planned the color scheme for the dormitories. "Once I got the furniture to them, they saw that it was restored," said Garrett. "Most of these [pieces] have been in an attic or basement and need a lot of help."

The College's appeal to alumnae for furnishings garnered an excellent response. Donations came from as



*A view from the president's office into the adjacent waiting area. Below the portrait of Agnes Scott sits a chest from the Hazzard estate. Julia Ingram Hazzard was a member of the Class of 1919 and taught briefly at Agnes Scott.*

far as North Carolina, Tennessee, South Carolina and Louisiana, said Garrett. "We have emphasized that if one has anything one cherishes, we would want it—rugs, lamps, mirrors," she noted. "We want to make people understand that we will take care of

and will display the pieces so that many, many people will enjoy them."

Garrett said that the College plans to acknowledge each of the gifts with brass nameplates identifying the donor and her class.

None of the original windows remain, but design specifications called for exact replicas. Said the College's business manager, Terry Maddox, "The subcontractor told us that they had to measure each window [in Main and Rebekah]." Combined, there were about 28 different sizes in the two buildings.

The largest office space that Jova/Daniels/Busby had to work with was the Admissions Office, located in Rebekah. Because, according to Newman, "they have computer equipment and the spaces have to function," a series of mini-walls or partitions were constructed down the middle of the room. The partitions are painted teal with beige cornices. They hide computer equipment and give privacy to the secretaries.

Admissions looks more contemporary than the rest of the offices. This is due partly to the wall-to-wall carpeting, which Boyer said was installed to reduce noise.



*The two Georgian sofas in Rebekah's lobby are gifts of Florrie Guy Funk '41. Colored ceilings add interest to the room.*

The ceilings in Admissions and Main's McKinney Parlor are constructed of tin, a building material commonly used at the turn-of-the-century. Bailey and Associates, the architects in charge of structural renovation, chose wherever possible to keep the tinned ceilings as they are evocative of the building's history. "They had to tear up lots of the ceiling space for wiring, though," noted Terry Maddox.

Sometimes, however, the same period features that add charm to a room can be the biggest headaches for the interior designer. Newman and Boyer both groaned when recalling their attempt to make Rebekah's reception room appear symmetrical. Pilasters, rectangular boxes extending from the walls and ceiling, were constructed of sheet rock to hide the heating and air-conditioning units. Aligning the pilasters with existing columns and beams enough to deceive the naked eye was no small task. ♦



◀ The "window room" on third floor Main was converted into a lounge. The vivid color on the walls works well only with lots of light, says Jovul/Daniels' Nancy Boyer. (Area rug courtesy of Sharian Rugs of Decatur.)



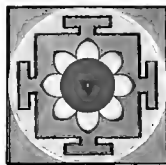
◀ The sofa seen full view was donated by Jina Taffar Cole '82, nearly identical to one the College owned. Tinned ceilings were common in-of-the-century design elements.

The author would like to thank Frances Steele Garrett '37, who contributed invaluable assistance in researching this article.



Rebekah's reception hall sports chairs donated by Trust Company Bank. The drape of the swags echoes the arched patterns of the windows, exact replicas of the original panes. Pilasters were extended from the walls and ceiling to hide heating units and make the room appear symmetrical.





# Discover India, Discover Yourself



A street in the Nepalese village of Thimi.  
Inset: A wall of the old city in Jaipur, India.

The Agnes Scott students who chose to go on the Global Awareness Program to India last summer wanted to learn about India. They spent three weeks of intensive classroom study and field trips in and around Bombay and Madras; then they spent two more weeks touring major areas of India and Nepal. The group was taught by Charles A. Dana Professor of History Penny Campbell and Associate Professor of Sociology Connie Jones, both familiar with India from earlier visits and study.

Accommodations ranged from modern hotels to a government tourist bungalow; students also visited rural homes of traditional Indian families.

Summer heat, monsoon rains, heavy academic workloads, fast-paced days, strange food, and the

contrast of dire poverty and incredible richness took a toll. With few exceptions, the students saw those weeks in India and Nepal as some of the toughest in their lives. They say they came back changed and that they are grateful.

"It is without question the less traditional, less conventional knowledge that I have gained that is by far the most valuable. It is also the knowledge that is the least tangible and

the most difficult to describe.

"I was shocked and horrified by the disease and the poverty about which I had only read or seen pictures. I had never grasped the reality of it, the vastness of it, or how slim are the chances of escape from such a perpetual state. I was overwhelmed by feelings of futility and compassion, wondering so often how it is that I find myself living so secluded a life and in such comparative opulence. I hope that I never lose my sense of amazement of seeing not only looks of determination on [the people's] faces, but smiles as well, in spite of hardships and adversities which I can only begin to conceive.

"I found, at times, an incredible inability to cope with tiredness, sickness, and sadness. My tolerance level for cultural differences and

*Photographs by Sharon Core*



language barriers became increasingly shorter. Much to my dismay, I found myself longing for that which was cushy and familiar . . . . The range of emotions that I felt and the sights both horrifying and beautiful were more than I had ever imagined.

"I have seen more than most people would have the opportunity to, and I have seen more than some people would care to. I am becoming increasingly grateful for having had this eye-opening, very gut-wrenching, very enlightening experience."  
— Bridget Cunningham '88

"Personal growth is sometimes painful. I had a very painful summer in India. But I wouldn't trade it for anything, nor would I change the process by which it occurred."—Geraldine Crandall, Return to College student

"I will read the newspaper in a different way," wrote one student in an evaluation of the program. Another student wrote, "An Indian woman told me, 'The classroom is theory, this is reality.' "

"The professors' friends and acquaintances treated us like family and went to extreme measures to see to our comfort and enjoyment. The Indian people possess a faith in God and acceptance and goodwill toward others . . . difficult to match anywhere." — Janet Nabors, Return to College student

"All of India can be read about in a book, but the experiences I acquired firsthand will have an impact on me for the rest of my life," wrote another student. "I know what nonalignment means from an Indian's point of view . . . .

"My trip has made me much more aware of the world around me and has caused me to rethink and reassess my values and goals. We must all be made aware of the other people of the world and of their hopes and sorrows.

"Even the more modern women of India live in standards where equality is not even a question. For example, every time we would go to the front desk of the hotel, if a man came up



CONNIE JONES



Students celebrated America's Fourth of July holiday with sparklers and fireworks in Madras, India. A hotel towel became their homemade American flag, complete with 50 stars.

Villagers in Indra Nagar, outside Madras, get relatively clean water from this well. Unclean water keeps much of India plagued by disease.



This Buddhist center in Bombay provides day care for children of untouchables.



A dyemaker earns her living in Nepal.

after us, that did not matter. We were dropped, and the man was helped first. When we would go to villages, the men's opinion always mattered and the women either did not have one or it mattered little."  
—Karen Youngner '87

"I realized how divided America is: The wealthy are here, the poor there. I'd walk down the streets of India and think, 'Where are our poor in America?' We do have street people. Not to the degree that India has, but we hide a lot of the poverty and the bad things that we don't want to see. There's a song that Phil Collins does, that talks about how we want to turn it off, we want to shut it out, close the doors to all the starving faces, all the economic problems, the political corruption, but you can't. Because it's always there. And no matter how you go through your life, there are poor still starving. Someone is dying because of a war. And I hope I always remember that, and I hope I never forget those faces I saw and the people I met.

"I can really appreciate what the Indian people are doing, trying to build an economic base that is going to last, that is theirs.

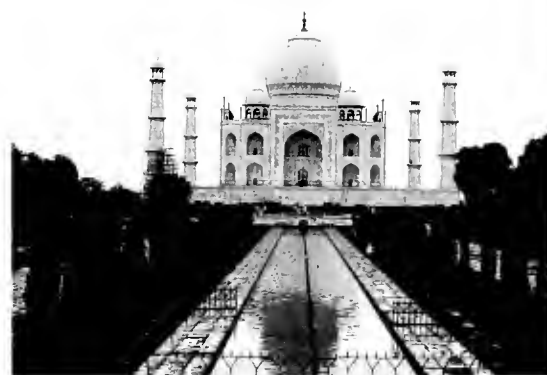
"We talk about the Third World. Go live in it for a month."—Elizabeth Buck '87 ♦

The lush land of Nepal brought welcome relief from the monsoon heat and city streets of India.



Varanasi, on the river Ganges, draws many Hindu pilgrims to its banks. In Hindu tradition, those who die in Varanasi and are cremated there are freed from the cycle of rebirth to enter paradise.

This image of Buddha near Varanasi is an important shrine for Tibetan Buddhists who have taken refuge in India since Tibet was reclaimed by China.



"The Taj Mahal is the most magnificent thing I have ever seen.

"The Taj was built by the Mogul ruler Shah Jahan in memory of his wife Mumtaz Mahal. He was heartbroken when she died in childbirth after producing 14 children in their 17 years of marriage. The Taj has been described as the most extravagant monument ever built for love.

"The detail of the Taj is astounding. Although the designs look like they have been painted on, don't let it fool you. All the designs are inlays of semiprecious stones."

— Sharon Core '85



## Agnes Scott loses two who made a difference: John A. Sibley

John A. Sibley, trustee emeritus, and member of the board from 1936-1972 died on Oct. 25. He was 98 years old.

Considered by many to be the savior of Georgia's public education system during the turbulent civil rights era, Sibley chaired the 1960 Sibley Commission. It was created by then-Gov. Ernest Vandiver in the aftermath of the Supreme Court's 1954 decision to desegregate public schools.

Sibley was born on Jan. 4, 1888 in Milledgeville, Ga., to a farmer and his wife. He attended Georgia Military Academy there and graduated in 1911 from the University of Georgia with a law degree.

He returned to Milledgeville to practice law and married Nettie Whitaker in 1914. They had three children. That same year, he was appointed judge of the Baldwin County Court by Gov. John M. Stanton.

When Atlantan Hughes Spalding invited Sibley to join the family law firm, King & Spalding, he accepted. Almost immediately the young lawyer became embroiled in a lawsuit between the Coca-Cola Co. and its independent bottlers. They sued the company to keep syrup prices at levels specified in their contracts, although sugar prices were escalating at that time. They compromised and Sibley's career took off.

He became a lawyer for Coca-Cola and moved to Delaware, where the corporate offices were then located. As their attorney, he was involved in trademark litigation against Pepsi and Nehi, maker of Royal Crown Cola.

Three years after his first wife died in a car accident in



1934, Sibley married Barbara Sanford Thayer. They had four children.

The Sibleys moved back to Atlanta in 1942, where he rejoined King & Spalding. His connection with Coca-Cola was not broken. He became legal counsel to Trust Company Bank, whose president was Coca-Cola owner Ernest Woodruff.

In 1942 when the bank faced the impending deaths of both its chairman and president, Sibley took over both responsibilities.

Under his stewardship the bank increased deposits from \$104 million to \$258 million. He held the presidency until 1948, was chairman until 1959 and was named honorary chairman for life in 1963.

It was his role as chairman of the General Assembly Committee on Schools — or Sibley Commission — for which he will be remembered most in the state of Georgia.

At the commission's first meeting in February 1960

Sibley stated, "We're here because . . . state laws are in conflict with the ruling of the Supreme Court of the United States . . . regardless of whether we like it or not.

"You're faced with the problem of whether or not . . . to abolish public education, or . . . change some of your laws. If you abolish education, you face a very turbulent situation. If the federal courts get hold of the education system . . . you could also face a very turbulent situation."

The commission diffused tension by allowing angry constituents to vent their wrath during a series of hearings in 10 Georgia congressional districts. They used straw polls in each of the districts to obtain broader public opinion.

Although the vast majority of the state's white citizens favored segregation, the commission found that the state "must recognize that the [Supreme Court] decision

exists; that it is binding on the lower federal courts; and that it will be enforced." On the commission's recommendation, U.S. District Judge Frank A. Hooper set September 1961 as the date for final compliance.

During his tenure as a trustee at Agnes Scott, Sibley was a member of the development, executive and investment committees. He was chairman of the nominations committee during most of his service there, from 1950 until 1972.

In addition to his contributions to Agnes Scott, Sibley was a member of Coca-Cola's board for 16 years and held directorships in numerous other corporations, including Georgia Power Co., Equifax, West Point Manufacturing Co. and the Nashville, Chattanooga and St. Louis Railroad.

Callaway Gardens in Pine Mountain, Ga., honored him with the John A. Sibley Horticultural Center, in recognition of his long-time affiliation with the resort. He was an honorary chairman of metropolitan Atlanta's United Way, which named their highest award after him.

An article written in The Atlanta Journal-Constitution noted: "At 98, Sibley still was going to his office in the Trust Company tower each weekday from 11:30 to 2:30 and waging a class action suit against the Cobb County government over tax assessments of rural land parcels, including his own. He never shied from a fight."

John A. Sibley is survived by his wife and six children, including Agnes Scott trustee Horace Sibley, 18 grandchildren, 17 great-grandchildren and two brothers.

## Augustus H. Sterne

During the month of October, Agnes Scott lost another friend and trustee emeritus, Augustus H. "Billy" Sterne. Sterne, the former chairman of the board of Trust Company of Georgia, died on Oct. 13 at the age of 73. He was elected to the board of trustees in 1971 and served until 1984. While on the board, he was a member of the investment, executive, academic affairs and development committees, and chairman of the nominations committee from 1972-81. He was appointed to the presidential search committee in 1981.

Sterne was one of the most influential Atlanta business leaders of his generation. "I can't think of anything of any major significance in the last few years in which he has not been involved," George Berry, a former city official who now heads the state Department of Industry and Trade, said in 1971.

In 1978, a story in The Atlanta Journal named Sterne "one of Atlanta's 10 most powerful" business leaders.

"His interests and concerns reached out to all areas of our community and he gave of himself unselfishly to so many causes," Robert Strickland, Sterne's successor as chairman of Trust Company, said. "He left . . . a legacy of love and dedication."

He chaired Trust Company, one of the South's largest banks, from 1973 until retirement in 1978. Earlier, he had been its president from 1964 to 1973 and senior vice president from 1957 to 1964.

After leaving the banking world, Sterne moved to the academic, working to build bridges between Atlanta's white and black communities as dean of the Graduate School

of Business at predominantly black Atlanta University. He kept office hours at the school for four years, and refused to accept any salary other than \$1 a year.

Augustus Harrington Sterne was born Feb. 23, 1913, in Montgomery, Ala., and moved to Atlanta with his family when he was a year old. His father was a salesman for an agricultural chemical company.

The young Sterne graduated from Boys High and the University of Georgia. He got a job at Trust Company in 1936. At first he "picked up the mail and filled the chairman's water bottle."

Sterne became treasurer in 1940. In 1942-45, he served in the Marine Corps and rose to the rank of first lieutenant. Returning to the bank, he steadily moved up and became president in 1964.

The man who would play a part in changing racial attitudes in Atlanta had "grown up as much a red-neck as the next fellow," he says. But his attitudes were changing slowly

in 1966 when then-Mayor Ivan Allen Jr. appointed Sterne to the board of Economic Opportunity Atlanta.

"I remember that when a proposal came up to give the poor a chance to vote on how money was spent to help them, I opposed it," Sterne recalled. "Later, I changed my mind. I developed a conscience about such things."

While at Atlanta University, he found it difficult to bring about change.

"I had had 42 years in the business world," Sterne said. "In an academic setting, you learn that the dean doesn't have as much authority as you had thought. I had the support of the president, but the faculty ran it, for all practical purposes. I couldn't get used to it; it was like the tellers setting their own hours."

Sterne was a former president of the Commerce Club and Capital City Club; a former director of United Way of Metropolitan Atlanta and a member of the governing board of United Way of Amer-

ica; a former trustee of the Atlanta Arts Alliance; a past chairman of the University of Georgia Foundation; past co-chairman of a Joint Tech-Georgia Development Fund; a UGA trustee emeritus; a trustee of Atlanta University and Lovett School, in addition to Agnes Scott.

Surviving are his wife, Helen Hopkins Sterne, two sons, three daughters, two brothers, a sister and eight grandchildren. — Tom Bennett

*This article is excerpted with permission from The Atlanta Constitution.*

## Tour the Amazon

The Alumnae Association is offering a new natural history travel program this summer. The first trip will be June 11-20, 1987, to the Amazon and jungle area of Peru. An optional excursion concluding on June 25 to Machu Picchu, the lost city of the Incas, will be included.

Guides will lead participants through areas of natural beauty, cultural and historical significance. The first leg of the tour will explore the balance of plant, animal and human communities along the Amazon River.

International Expeditions, which has hosted similar excursions for the National Audubon Society and Fernbank Science Center, among others, will lead the tour. It will begin in Miami on June 11 and returns either June 20 or 25. The base price is \$1,598 with an additional \$549 required for travel to Machu Picchu.

For further information or a free brochure contact Lucia Sizemore at 371-6325 or Nancy Hilyer at 493-6209.





## On president's recommendation, board raises faculty salaries

President Ruth Schmidt announced at this year's opening convocation that the Agnes Scott Board of Trustees had awarded at her request an unusually large salary increase to all faculty members. Depending on what other institutions do this year, it should give Agnes Scott a number one standing in that area. Faculty salaries should now rank equally with 80 percent of the institutions in the American Association of University Professor's IIB tier. Private, four-year institutions with no graduate programs comprise the IIB category.

Said Dean of the College Ellen Hall, "In order to be able to say we value our faculty, we have to pay them well.

"It's extremely important for us to be able to attract top faculty," she continued. "Clearly, faculty have not been the best-paid professionals in the country," she added.

A faculty committee on compensation, chaired by Professor Robert Leslie, suggested that the College work toward this goal, to be achieved by the College's centennial in 1989.

"The administration agreed with the goal, but asked the board for an immediate increase rather than waiting or doing it incrementally," said President Schmidt. The board's executive committee recommended that the board approve a budget in the spring with only a 6 percent increase for both faculty and staff. That raise represented only part of the amount in the administration's request and was distributed to staff and faculty as equity, merit or promotion increases.

When the board finished

its evaluation of the president and reaffirmed her administration, Schmidt asked that the board raise faculty salaries to the full amount requested last spring.

All full-time faculty, excluding sabbatical replacements, were eligible for the raise. It constituted a one-time increase in order to achieve parity with AAUP's IIB tier. Full professors received \$3,675; associate professors \$2,020; assistant professors \$2,065; and instructors \$3,000 in addition to the earlier raises.

These increases should bring the salaries of Agnes Scott's faculty equal to those of 80 percent of their peers around the country. "Our faculty are very committed people," said Hall. "However, they want to feel as if they're well paid [in comparison to other faculty] in this city and in the nation."

As yet, there are no firm plans to raise the salaries of the College staff beyond normal increments. In part, said Schmidt, because there is no equivalent structure to AAUP rankings for college staff members.

Although not under her jurisdiction, Hall notes that "certainly there's a concern" about staff salaries. "The faculty has expressed concern."

At the Sept. 5 faculty meeting a resolution was passed and sent to Board Chair Larry Gellerstedt, staff members, and administrative officers commending the "conscientiousness and dedication of the staff of the College.

"In addition," the faculty resolution stated, "we recommend to the board of trustees and the president that a high



Join your classmates at Alumnae Weekend April 24-26, 1987. Catch up with old friends and make new ones. For further information contact Lucia Howard Sizemore '65, director of alumnae affairs, at 404/371-6323.

priority be given to the improvement of the salaries and wages of all members of the staff."

Said Gerald O. Whittington, vice president for business and finance, "It's a concern that we have and something that we have looked at in the past.

"We have been reviewing staff salaries in the same way we reviewed the faculty's. We hope to find at the end of this review whether we need to address [the issue] in some meaningful way."

## Alumnae College and Elderhostel

Make plans to attend Alumnae College June 14-19, 1987. Elderhostel, an international educational program for people over 60, will be hosted by Agnes Scott during the same week. Further information on both programs will be forthcoming.



## One semester down, many more to go

Students and faculty have completed the first semester of the current year — the first semester at Agnes Scott since the quarter system was initiated in the 1930s. Mary K. Owens Jarboe '68, the College's registrar, thinks the new system is working, with no major glitches or disruptions so far.

She observes that "people on the faculty who supported the idea think it makes for a better academic program with more continuity. [They] feel it's more preferable in terms of teaching."

David Behan, associate dean of the College, agrees. He was chair of the faculty committee charged with restructuring the College's curriculum when the calendar changed this year. "For liberal education," he contends, "the semester system is superior."

A professor of philosophy, Behan notes, "I have found in introductory courses that at the end of a quarter, students were just getting the knack of philosophical thinking. I always said: 'If I only had four or five more weeks . . .'"

Behan, like many faculty members, feels that the quality of work turned in at the end of the term will be better than in the past, since students will not be as rushed.

Conversely, Dean of the College Ellen Hall '67 has been getting complaints from students that some professors haven't adjusted the amount of work meted out to the new calendar. They still feel overloaded.

The faculty voted to change to the semester system on Jan. 4, 1985. In February they elected the Semester System Steering Committee. On Nov. 8 of that year, they

approved a new set of basic requirements. In all, the process took eight months.

According to Hall, this was a remarkable turn-around. "When a college has not made a significant change in a curriculum or calendar for a very long period of time, some of the people who formulated the structure are no longer around to talk about its origins."

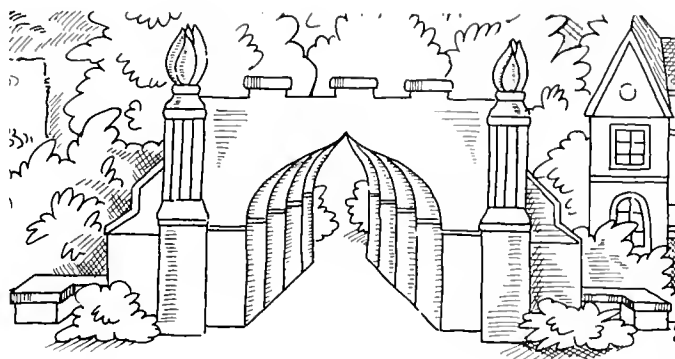
The administration hopes that the semester system will provide a better safety net for students in academic trouble. By the time students got settled into the academic and residential routine in the fall, notes Hall, the quarter was almost over. Mostly students in severe academic trouble were brought to the attention of the deans.

The faculty voted to report all freshman and sophomore grades of C and below at mid-semester. However they are encouraged to report all grades of underclasswomen.

"The idea has always been to give much attention, academically and personally to the student," says Hall. "If we came to the end of a quarter, nine weeks later, and realized we didn't get a handle [on a particular problem], from our point of view, that was a very discouraging thing."

Most notably, the new curriculum allows students more flexibility in choosing their course loads. Now, approximately one third of their classes are required rather than the almost one half required under the quarter system.

The changes herald the faculty's desire to renew their commitment to a curriculum that has breadth and depth of study — a commitment to the best in liberal education.



## Oktober comes but once a year

By all indications, this year's OktoberQuest was a strong success. "Whenever students come and are excited about being here, excited about Agnes Scott College and are talking about applying, we feel successful," said Assistant Director of Admissions Emily Sharp '83, the event's coordinator. Attendance was up approximately 25 percent from last year.

One hundred and six high school juniors and seniors came to campus Oct. 23 and 24, and attended classes and workshops to see how a college really functions. Each was paired with a current student. That way, said Sharp, "they get a chance to see the inside story of residence life, career planning and financial aid."

"We use OktoberQuest more as a time for them to experience the campus than

to evaluate them as prospective students," she noted.

"They can really begin to see the difference between a small school and a large one." At least a few must have liked what they saw. Sharp said that Admissions had 30 pre-application interviews the last day and even received applications from some high school seniors before they left campus.

Prospective students were treated to a performance of the Blackfriars production, "Crimes of the Heart," and a lecture by history professor Mike Brown called "Reflections on Liberal Learning."

Perhaps a successful OktoberQuest portends an ever bigger freshman class next year. Admissions isn't saying. But Sharp notes that the event is always lots of fun.

"We enjoy having people here and seeing how accessible the professors are," she said.

## Seminar examines power

The Alumnae Association in conjunction with Atlanta Women's Network will sponsor a seminar called "Prisms of Power" on March 28, 1987. The seminar, under the aegis of the board's continuing education program, will be held at Agnes Scott.

"Prisms of Power" will explore forms of power and powerlessness in our society.


"We would like to explore the various facets of power, not just the climb up the executive ladder," says Dr. Lowrie Alexander Fraser '56W, the Alumnae Board's continuing education chair and vice president of the Atlanta Women's Network.

For further information, call Lucia Sizemore at (404) 371-6325.

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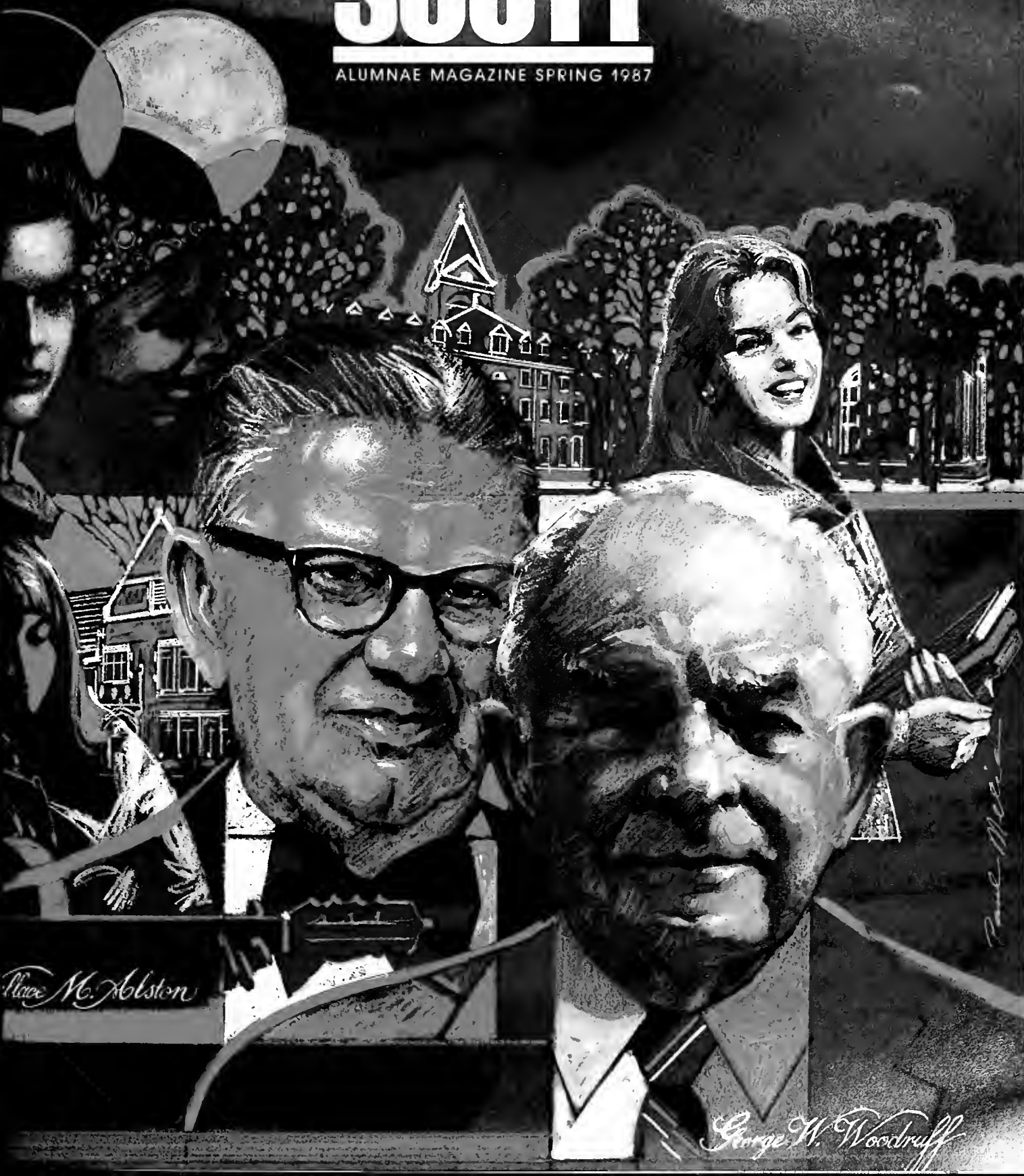
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# AGNES SCOTT

ALUMNAE MAGAZINE SPRING 1987



*Place McAlister*

*George W. Woodruff*

The Council for the Advancement and Support of Education has honored Agnes Scott College for having the top student recruitment marketing program in the nation. Sponsored by Time, Inc., this Grand Gold Medal award includes a \$1,000 prize. Judges reviewed overall recruitment program goals and success in meeting them. They assessed our use of campus resources and the cost-effectiveness and long-term value of the work of our consultants. Agnes Scott was selected from entries sent by all ranks of colleges and universities. A Silver Medal in the recruitment publications category honored the "Issues" series sent to prospective students.

The College's total publications program earned a Silver Medal. Another Silver Medal went to Agnes Scott and Chizuko Kojima '54X, for her article, "I Will Not Look Back," published in the Fall 1986 Alumnae Magazine. This is the first time any work from Agnes Scott has earned recognition in the "Best Articles of the Year" category, which had more than 300 entries from across the nation.

The Alumnae Magazine, last year given a silver medal for improvement, for the first time was recognized for all-around excellence in the college magazines category with a Bronze Medal. The awards will be



presented at the CASE National Assembly in Boston this summer.

Thank you for your responses to the last magazine. Our editorial board has met, and with the fall issue, we will change our style to include Ms. and Mr. routinely, and Mrs. on an individual's preference. Class News will continue to use a more familiar, less formal style.

This issue marks the passing of two men important to Agnes Scott College. The cover, a watercolor by Paul Melia, of Dayton, Ohio, combines portraits of Dr. Wallace Alston and George Woodruff with images of women whose lives Agnes Scott touched throughout those decades. In "A Word of Memory," former Dean of the Faculty C.

Benton Kline adapted his remarks given at the campus memorial service to honor Dr. Alston, president emeritus. Kay Parkerson O'Briant '70W writes of Mr. Woodruff's life and legacy in "A Lasting Mark."

Alumna Rebecca Fewell's work with children who have hearing and sight impairments is featured in a piece by University of Washington writer Katherine Roseth. My article, "I and Thou" introduces Malcolm Peel, Wallace Alston Professor of Bible and Religion, and chair of that department. We hope you enjoy it.  
—Lynn Donham

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**Editor:** Lynn Donham, **Managing Editor:** Stacey Noiles, **Editorial Assistants:** Carolyn Wynens, Ann Bennett, **Student Assistants:** Chelle Cannon '90, Jill Jordan '89, Ginger Patton '89, Shari Ramcharan '89, Nicola Poser '90, **Editorial Advisory Board:** Dr. Ayse Ilgaz Carden '66, Laura Whitner Dorsey '35, Susan Ketchin Edgerton '70, Sandra Gluck, Mary K. Owen Jarboe '68, Tish Young McCutchen '73, Mildred Love Petty '61, Lucia Howard Sizemore '65, Elizabeth Stevenson '41

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Like other content of the magazine, this article reflects the opinion of the writer and not the viewpoint of the College, its trustees or administration.

In the process of cleaning up after the holidays, I sat down to look over the Agnes Scott Alumnae Magazine Fall '86. I ended up reading it from cover to cover and now I can't throw it out for these are articles that must be shared first—with my social studies class, a committee I'm moderator of, etc. Thanks for such a thought-provoking issue.

Jean H. Crook  
Montreat, N.C.

We received our first paper, the *Main Events* of Fall '86 in January 1987. We in Pakistan know little about the colleges in the U.S.A. I am particularly interested to know more about Agnes Scott College. This paper was received with great enthusiasm by us.

Q. Akbar  
Defence Housing Authority  
Karachi, Pakistan

Thank you for publishing the article concerning my recent promotion to general attorney.

My new position is that of assistant vice president, not vice president as the article indicated. In addition, although I am Bell Communication's second female AVP, I am the first woman, not the second, to hold this particular position in the legal department. Finally, the article noted that both my parents were formerly professors at the University of Nebraska, Lincoln. Happily, both of them are still teaching [there], my mother in the construction management department and my father in political science.

I appreciate your "setting the record straight" and thank you again for a fine publication.

Patricia J. Winter '71X  
New Providence, N.J.

I feel strongly that not only does it lessen human dignity to say simply "Donham," it is unclear. For instance, in Madison we have a Judge Bartell and an Attorney Bartell who are married and sometimes turn up in the same news story. What if

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Alumnae Magazine

# AGNES SCOTT

Spring 1987  
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## A Word of Memory

A tribute to Wallace M. Alston, Agnes Scott's third president and spiritual leader for over 20 years. By C. Benton Kline Jr.

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## A Lasting Mark

Throughout his life, George Waldo Woodruff labored diligently to raise the mantle of education and other worthwhile projects in Georgia and the southeast. By Kay Parkerson O'Briant

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## Strategist for Children with Special Needs: Rebecca Fewell

The former sociology major now heads one of the nation's foremost centers for the research and education of learning-disabled children. By Katherine Roseth

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## I and Thou

Professor Malcolm Peel believes that education involves mutual giving. He learns as much from his students as they do from him. By Lynn Donham

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Betsy Morgan

BILLY HOWARD

## Betsy Morgan tackles big issues at the Carter Center

As the petite, clear-eyed blonde stood by the lake gazing at the Carter Center's Japanese garden, she recalled long lines of academicians marching in their colorful hoods. In the center of her recollection were two United States presidents—one her boss—with their wives. They were backed by thousands of important individuals from all over the world.

"It is a rare moment in life to see something like this come to fruition and know I was a part of it," says Elizabeth R. Morgan '82, remembering the 1986 dedication of the Carter Presidential Center.

Morgan is Betsy to all who know her, including

former President Jimmy Carter. She is also associate director of operations for the Carter Center. To her husband, H.H. "Buzz" Morgan III, she is not only a good wife and mother but an administrator. Says he, "I've always lived with an administrative woman, and now she's found just the place for her inherent ability."

To everyone who knows Betsy Morgan, her names are continuity and cohesion. In fact, it comes down to this: she's the glue for the Carter Center.

Morgan worked to put her husband through Georgia Tech. "I went to Georgia State while I was working to keep my mind from shriveling," she says. "Then, I saw an ad in the paper about the Agnes Scott RTC Program and investigated the possibilities.

"I was fascinated with

biology," she continues, "so in 1978, I enrolled at ASC majoring in biology. I was the only RTC student at that time in biology."

While attending the College Morgan was especially inspired by Dr. Mildred Love Petty '63, who was at the time director of the RTC Program. "She had a knack for making things possible—quietly and seemingly without effort. She was capable and understanding," Morgan says.

After graduation, she spotted another ad in the paper. This one from Emory University for a position with the Carter Center Development Office, to raise money for construction, programming and endowment. Intrigued, Morgan answered the ad. The morning of the interview was, in short, a disaster.

"Everything went wrong that could have gone wrong, from the moment I got up. It was a comedy of errors. I couldn't even find the right place downtown for the meeting, but when I did, I discovered 50 people had already been interviewed that day. It was bumbled all the way. I knew there was no chance of getting the job."

She did get the job and went to work for the Carter Center in February 1983. Within 8 months she became office coordinator. She later transferred to the Carter Center's program office at Emory, and became office manager.

About working with President Carter, she says, "He is deeply interested in the staff and the organization. Being invited to work on someone's dream was wonderful because the dream was mine, too. And that is a Camelot kind of dream.

"There is no self-aggrandizement about President Carter or the people who work with him. He invites anyone with a problem to come to him. He is a superb listener. He hears you the first time you say anything, and readily helps. But don't bring him small problems," she says, smiling.

The center plans and sponsors world-scope conferences, which are called consultations. Each is a challenge in logistics. Morgan develops project guidelines for the center and has helped to prepare consultations on the Mid-



dle East, the environment, world health, conflict resolution, and reinforcing democracy in the Americas. Carter Center Fellows who are experts in their fields create these consultations. Morgan makes them happen. "The Carter Center is on the cutting edge of world issues," she says. "I must understand the concept and focus of each project well enough to make it fly."

Her legwork on each of these endeavors creates a workbook nearly a foot thick that outlines everything connected with the consultation. Whether it be planning meals—from menus to seating protocol—or arranging lodging for scholars, world figures and the media, Morgan handles every conceivable detail. She does not do it alone, however. "The Carter Center staff is a rare collection of people. There is a strong sense of comradeship and support that sustains each of us."

She finds her Agnes Scott education a plus in these instances. Morgan remembers Dr. Margaret Pepperdene telling her, "The most important thing that you will learn here is to think—use your brain and apply it to any situation." When the going gets tough, Morgan recalls English Professor Pat Pinka's phrase: pressure makes diamonds. —Pat Dickey

*Betsy Morgan left the Carter Center this spring. —ed.*

## Holton's professional life blooms despite personal adversity

When Jessie Carpenter Holton '50 is asked if she has success stories, she smiles and says, "Oh, yeah. I sure do."

There was the boy who graduated from high school all but unable to read. His language skills were so poor, Holton says, he couldn't even drive a truck for his family's business.

She tutored him for two years using the multisensory approach effective for many who suffer from dyslexia. Now he's in the family business—and not as a truck driver, either.

That's just one of several triumphs that makes Holton, of Roanoke, Va., beam, for she has spent more than a dozen years working with learning-disabled and physically-handicapped children, in addition to guiding her four children, who range in age from 24 to 34.

It hasn't always been easy. Holton's husband, Van, died in 1977. She lost one child to a brain tumor. And, in 1985, she was seriously injured in an automobile accident which kept her in the hospital for months.

In the fall of that year, Holton and another Roanoke woman, Barbara Whitwell, produced a dictionary for dyslexic students with varying degrees of difficulty in

reading, writing and spelling. The book gives large-print, phonetic spellings and simplified definitions of 12,314 words taken from "Angling for Words," a well-known approach to teaching those with dyslexia.

The dictionary has been added to the "Angling for Words" series and field tests are proving it to be an effective resource, Holton says.

Holton went back to teaching in 1974. She earned her master's degree from the University of Virginia in 1975, and set up the learning disability program for Roanoke City's junior high school students. Now an educational consultant to the Virginia Division of Handicapped

Children in Roanoke, she acts as a child-advocate, mediating between families and school administrators.

Sitting on a white wicker chair on the enclosed, plant-filled porch of her new condominium, Holton described her work with enthusiasm. The enthusiasm spills over to her memories of Agnes Scott College, for there, she says, she realized that learning is a lifelong process.

But she makes one rueful admission. "While I was at Agnes Scott, I couldn't imagine being anywhere else. I really took it for granted. It wasn't until I was an adult that I realized what a gift it had been." —Joe Kennedy, staff writer, Roanoke Times & World-News

Jessie Carpenter Holton



DAVID O. GARCIA

## The Reverend Daniel perks life into a faltering Atlanta congregation

Fresh out of seminary and only recently ordained the minister of Morningside Presbyterian Church, the Rev. Perky Daniel looked remarkably at home in her airy pastor's study.

And no wonder — at 33, she has been acting pastor of the church for the past year and a half, although she was officially ordained June 29.

Elinor Perkins Daniel '74, who was given the nickname "Perky" in high school, said the transition to her new role as senior pastor has been easy compared to her previous hectic schedule.

"The hardest thing for the past two years has been juggling a full load of graduate school and trying to minister," she said. "Now I don't have to do a week's work in one day."

Daniel, who earned a master of divinity degree at Columbia Theological Seminary in June, first became acquainted with the Morningside congregation when she was hired as an intern in June 1984. At that time she was working with church programs in Christian education and pastoral care.

Six months later, the senior pastor told her he was not happy with his assignment, Daniel said, and he left the church and



*Perky Daniel*

went back to his native South Carolina. She was left in charge.

"The first week he was gone, the basement flooded and all kinds of other things happened — I got broken in well," she said, laughing.

In the year and a half since, the church's 210 members have grown closer, learning to minister to themselves and others, Daniel said.

The church, founded in 1926 at a neighborhood home and moved to its present site at 1411 N. Morningside Drive, N.E., 40 years ago, has weathered some tough times in the past, according to Daniel.

In the early 1970s, the state Department of Transportation appropriated 135

homes in the Morningside area for Interstate 485, which was never built.

Many of the houses were owned by the church members, and one piece of land owned by the church was home to the minister and his family. Daniel said the resulting exodus from the area affected membership.

"At one point the presbytery said the church was declining in membership . . . and they didn't know whether [the church] was going to continue," she said.

Now, the people have moved back into the neighborhood. Membership and, perhaps more importantly, attendance have begun to increase since Daniel arrived.

Weddings at the church

have been booked into January, and on some Sundays the church, which holds 400, is so crowded that people must sit in the balcony.

The growth of Morningside may be partly due to its programs.

The congregation recently sponsored its first overseas family and actively supports the Open Door Community Center. Community groups such as Alcoholics Anonymous, Scouts and neighborhood development committees meet weekly at the church. Sunday school and youth programs have become a priority among members, and Daniel is fostering a prison ministry.

The church's strong music program also attracts

people from the community, said Daniel, who sang high soprano with the Atlanta Symphony Chorus for a year and was an assistant director of the Young Singers of Callanwolde for seven years.

"We're right here in the arts community, and we do creative worship with music, visual arts and drama, as well as the preached word," she said. "God speaks to us in a lot of different ways, through a lot of different media."

Daniel majored in music at Agnes Scott and sang with the choirs at Decatur and Peachtree Presbyterian churches before she decided to study pastoral counseling. It wasn't until she came to Morningside that she realized she wanted to preach, she said.

Being the third woman to become a senior pastor in Atlanta has not been difficult, Daniel said, but it is odd not to have role models.

"I didn't know any women who were [senior] ministers. If you were a woman, you were minister of music or a director of Christian education, or maybe hospital chaplain," she said. "The other side of it is, being a minister is being a minister, regardless of whether the role models are male or female."

Daniel has strong roots within the Presbyterian faith. She was baptized in the Northern Presbyterian Church, confirmed in the former Southern Presbyterian Church and ordained

into the recently reunited Presbyterian Church.

Although her father, a sales representative for International Harvester, and her mother, a registered dietician, moved often, Daniel, who is an only child, has spent the last 20 years in Atlanta.

She met her husband, Wallace, 13 years ago after he saw her singing in the choir at Decatur Presbyterian Church and sent her a dozen red roses. They dated five nights in a row and then were engaged, although they did not marry for another 18 months.

Daniel would like to stay at Morningside for a while, although statistics show that most new pastors are transferred from their first church after two or three years. Eventually, she would like to earn a doctorate degree and teach at a seminary.

For now, she has her hands full at Morningside, taking care of her staff of five and handling the needs of her diversified congregation. "We laugh a lot around here, even in worship," she said. "I think this is a special congregation — open, loving and energetic."

"If we have some kind of vision for the future, it's growing — both individually and collectively, both internally and externally," she said. — **Merrell G. Foote**

*This article reprinted with permission from the July 26, 1986, edition of The Atlanta Journal-Constitution.*

continued from page 3

the newspaper used only "Bartell?" I much admire The New York Times for using Mr. or Mrs., and Ms. is OK if necessary, in every reference — even to accused criminals. For them, it is especially welcome as it certainly makes a person appear "innocent until proved guilty" to use an appellation [rather] than simply a surname. A ladylike (or so we used to be told) place like Agnes Scott should certainly use Miss, Mrs., or Ms. on each reference.

Do please give up just simply "Donham" references entirely. Leave that for the boys at British "public" schools.

*Frances Wilson Hurst '37*  
Madison, Wis.

Ms. is meaningless. Female might just as well be used. One is either Miss, Mrs. or Dr. Please give a person who respects her husband the opportunity to be Mrs.

Why should Agnes Scott let the Associated Press or The New York Times dictate our policy?

*Margaret Wright Rankin '38X*  
Atlanta, Ga.

You do have a dilemma in use of names. It has been hard for me to get used to women being called simply by their lastnames, but obviously this is the going thing. I personally prefer "Mrs.," never "Ms." It seems to me that the problem with use of original [maiden] names for recognition [is that] these names must always be used. Now that I have myself all involved, I have no further solution, except to use, for example, "Dudney Lynch" with Ms. or Mrs. on sub-

sequent mentions. I would have no objection to my first name alone being used. Can the style vary according to individual preference?

*Rene Dudney Lynch '53X*  
Los Altos, Calif.

Your Winter '86 issue of the Alumnae Magazine is excellent — the quality publication I have been hoping for these 47 years. And it arrived before winter had become just a distant memory.

I cast my vote for the style manual of The New York Times, my longtime favorite newspaper. The use of last names only seems somewhat rough when referring to Agnes Scott students, faculty and alumnae, whom we prefer to regard as gentle folk deserving of more dignified treatment.

*Frances Guthrie Brooks '39*  
Cape Elizabeth, Maine



Please note that the deadlines for class news have been changed. News for October Main Events is now due on August 7, 1987. Class news for the February and June '88 issues are due on Dec. 1, 1987, and March 15, 1988, respectively.



Wallace M.

# A WORD OF MEMORY

BY C. BENTON KLINE JR.

I offer a recollection and a calling to mind — what Socrates called *anamnesis* — of Wallace McPherson Alston, a great person and a great leader, with thanksgiving for what he meant in the life of Agnes Scott College.

Probably no man, no male person that is, has ever had as close a connection with Agnes Scott as Wallace Alston. He was born in Decatur in 1906. His grandfather lived across Candler Street from the College in a house still standing. Wallace grew up in Decatur schools, in Decatur Presbyterian Church, and played on the Agnes Scott campus. At the memorial service for Dr. James Ross McCain, Dr. Alston spoke of playing baseball on the vacant lot where in 1951 the president's house was built. In 1931, he married a former Agnes Scott student, Madelaine Dunseith '28X. And when in 1948 he came to Agnes Scott as vice president, professor of philosophy and president-elect, he came not as a stranger but as one who shared a deep sense of the



College, its place and its time.

For 25 years, from 1948 to 1973, Wallace Alston was Agnes Scott in a very real way, for he was in intimate touch with every aspect of its being:

□ with the students: every one of whom he knew by name, saw in his office, entertained in his home, and whose parents he also came to know and draw into the College family. He made a habit of reading all the admissions folders and learning all the new students the summer before they came to the College. I remember the dogged efforts to reach parents of a student who was ill or to reach

a student who had gone home at the death of a parent. I remember also the trip he, Miss Scandrett and Mr. Rogers made to the Atlanta jail to gain the release of students arrested for sitting in with fellow students from Spelman College at an all-night hamburger stand in Atlanta;

□ with the faculty and staff: those he inherited and those he brought to the College, whose life and families, interests and concerns, joys and sorrows, hopes and fears, he shared and cared about. I remember the way he arranged for people to complete

degrees, as he did for me, how he shared in the joy of the publication of a new article or book or in family additions, and how he comforted people in the sorrow of losses;

□ with those who worked in the more menial tasks, many of whom had been at the College for years, whose labors he honored and whose lives also he shared;

□ with members of the Board of Trustees, whose lives and interests he knew and kept in touch with and whose concerns about business or



politics or church he heard and commented on;

□ with the *alumnae*, those from his days and of earlier days. He took great pride in them, their accomplishments and service, and he worked to keep them in touch with the College;

□ with the *physical plant*, the buildings and grounds about which he cared deeply. I remember the annual rounds with Dean Scandrett and Business Manager P. J. Rogers to inspect every room and space in the College to set the summer renewal program of painting and repair, and his concern about "the ditches" that always seemed to be most obvious in late August: would they be covered by the time school began?;

□ with the *curriculum* and what went on in the classroom. Probably no other president of his time attended meetings of the curriculum committee so regularly and asked such penetrating questions about proposals for courses;

□ with the *distinguished visitors*, lecturers, visiting scholars, drama troupes and musicians, who were invited to the College and more often than not visited the president's home for conversation after their appearance. I remember the evenings with Robert Frost, or the current religious emphasis week speaker, and one memorable evening when President Alston quizzed Paul Tillich about his sermon-writing.

During those 25 years, Wallace Alston expressed with eloquence and integrity his vision for Agnes Scott, a vision that was a shared one. In his 1957 annual report, he asked: What constitutes a "great" college? Part of his answer was this:

To be a great college, we must keep alive *the great motives and purposes* that have been responsible for the establishment and growth of Agnes Scott to her present stature. . . . Moreover, the effort to be a great college requires *clear thinking*

▼

**"To be a great  
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*about our present task.* . . . We are convinced that our educational responsibility is to continue to offer the bachelor of arts degree to young women in a relatively small student body; to provide a rich curriculum, integrating the Christian interpretation of life with a high quality of academic work in an environment where personal relationships between members of the educational community pertain. In such a situation we are trying to offer a liberal arts training that touches life vitally and determinatively. We are convinced that, far from being visionary, vague, and unrelated to life, a liberal arts education ought to fit young people to live with themselves; it ought to contribute to marriage, to vocational success, and to good citizenship; it ought to help with the highest level of adjustment—the relationship of [a person] with God. The type of education offered at Agnes Scott is predicated upon the conviction that a mind trained to think is essential if life is to be unfettered, rich, and free.

*The outreach and the impact of the College must be cumulatively vital. The ultimate test [of the validity of our effort as a Christian liberal arts college] is the intrinsic worth of Agnes Scott students, here and after college days are over, in the homes that they establish, the professional and business careers upon which they enter, the church, civic, educational, and social relationships that they maintain. I am quite willing for Agnes Scott's contribution to be measured in such terms; that it should be so measured is, at any rate, inevitable.*

On retirement from Agnes Scott, the Alstons moved to Wood Hill at Norris Lake some miles away, but President Emeritus Alston never relinquished his deep ties to Decatur and to the College. He did not impose his presence, but he came when invited and kept in touch. And he continued to be for many of us the reality of Agnes Scott.

### Scholar and Teacher

Wallace Alston was a scholar all his days. His formal education included a bachelor's degree from Emory University followed by the master's in philosophy. He earned the bachelor of divinity at Columbia Seminary, and in his early years of ministry, earned the Th.M. and Th.D. degrees at Union Seminary in Richmond, Va. Through the years he went often to summer sessions at schools in the United States and abroad.

But beyond his formal education, Wallace Alston was a scholar by habit. He was always reading, not just for pleasure, but to extend his learning and insight. He would tackle a particular writer—a poet or novelist—and read the works and then biographies and critical studies. He also loved history and biography, and he read widely in theology as





Age 12



Age 11



At 17 in 1923

well. Finding it difficult to read in his last months, he was studying *The Canterbury Tales* in talking book form, and some new materials arrived just after his death.

His commitment to scholarship is exemplified in these words from his 1960 report:

We believe that truth is of God and is imperious; that it transcends all attempts to codify and delimit it, all forms of partisanship, professionalism, and propagandizing zeal; and that it requires humility, honesty, courage, and patience of all who are concerned to discover it (even in approximation), understand it, and follow it where it requires them to go in their thinking. Freedom of inquiry in the college community is a *sine qua non*. . . .

Wallace Alston was also a teacher. When he came to Agnes Scott in 1948, he was professor of philosophy, taking over a small field in the

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**Dr. Alston spoke  
of playing baseball  
on the vacant  
lot where the  
president's house  
was built in 1951.**

psychology department and offering new and exciting courses. When he recruited me for the faculty to develop the philosophy department he wrote to me: ". . . As I explained to you, I am going to relinquish all of my philosophy teaching with the exception of a three-hour course in the spring on the Christian religion. I may not be able to keep this course indefinitely, but I would like to do a little teaching in connection with the administrative work that I will assume in July." He did not give up

that course for 15 years or more, and every year he had some of the brightest and best of Agnes Scott juniors and seniors, together with students from Emory and Georgia Tech, sitting in on his presentation of the philosophical bases of the Christian faith.

Wallace Alston not only believed but also exemplified what he wrote in his first annual report in 1952: "The best education is still that which a great teacher makes possible to a student when personalities touch vitally, when the channel of admiration conveys living truth to the mind and heart of a young man or woman."

Being an educator or teacher meant for Wallace Alston a concern for the whole person. He cared about what happened to character and personhood. Some students resented that. One, now a very distinguished professional and a community leader, said once: "You can do anything you want to stretch my mind, but don't

mess with my morals." It was not a matter of "messing with morals" but of supporting and challenging people to take responsibility for their lives and become real *persons*. That was sometimes painful. Student Government and the Honor System offered a pattern of responsible living in the community, but failures meant consequences and sometimes bitter feelings on the part of those who felt the institution to be against them. But there were rewards, also, as shy people claimed their strengths and inexperienced people gained self-confidence and many, many students learned responsibility.

Wallace Alston believed that Agnes Scott students and alumnae were especially called on to be responsible persons. On many occasions, especially at Commencement, he spoke to students of their calling to "the aristocracy of competence" and of the responsibility in life that he called "the liability of privilege."

### Minister

Wallace Alston was ordained to the ministry by Atlanta Presbytery in 1931. He served as a pastor in Charleston, W. Va., as the director of young peoples' work for the Presbyterian Church, and again as a pastor at Druid Hills Church in Atlanta. From there he came to Agnes Scott, in response to what he regarded as a *call* to another form of ministry. (Not all the faculty were thrilled at the idea of a minister as president, but when they discovered what manner of minister this was, they changed their opinion.) That sense of call was very real to him, and the conviction that God had called him to the post sustained him through the pressures and pains of the presidency.

Wallace Alston was a superb *preacher*, who was in great demand and who had three volumes of his sermons published; he was a faithful *churchman*, and in 1961, the centennial year of the Presbyterian Church



## *His ministry in the Agnes Scott community was clearly shown in his leadership of worship.*

(U.S.) he was elected moderator of the General Assembly.

Above all Wallace Alston was a *pastor*, in the Agnes Scott community and beyond. He entered into people's lives in a caring and supporting way, and the fruit of that became most evident in the weddings and baptisms at which he was asked to officiate and in the funerals he was called upon to conduct — sometimes for people whose lives he had shared 30 or more years before. His door was always open to students and faculty, yet confidences were poured out to him behind closed doors.

His ministry in the Agnes Scott community was clearly evidenced in his *leadership of worship*. He led and spoke in more than half of the required Wednesday convocations each year. Probably most remembered is the almost annual talk "About This Time of the Year," given

in late January or early February when the winter quarter was at its lowest ebb, when the weather was wretchedly dark, damp and cold, and having as its key idea the need for GUMPTION — what I think Paul Tillich meant by the courage to be.

But besides the convocations, there were his weeks of evening vespers after supper, the exam chapels, which he led with just a hymn and some scripture and simple prayer, and, for the faculty, the simple faculty prayers where he read some scripture and a piece of devotional literature from a saint or a poet, and we had prayer for students, for colleagues, for the world.

### Husband, Father, Friend

Wallace and Madelaine Alston opened their home to students, to faculty, to visitors to the campus. But the home they opened was the home they maintained in an integrity of family life. Wallace Alston took time for his family. I'm sure it was never as much as they wished, but he made sure that they had him there when they needed him. I remember a meeting being terminated because it was time to go and take Mary to the Shrine circus, and I remember the reports of the long conversations with "young Wallace" as he worked through his own vocational struggles. And he and Madelaine radiated a caring love for each other.

Those of us who were privileged to work closely with Wallace Alston valued him not only for his scholarship, his commitment to education, his ministry, his articulation of what Agnes Scott was, but above all for his friendship — for the way he shared himself graciously and modestly. We give thanks for Wallace Alston because in the providence of God our lives were intertwined with his and from his strength and character and faith we have drawn for the shape and strength of our own lives.



▼

*We give thanks for  
Wallace Alston. In the  
providence of God,  
our lives were  
intertwined with his.*



*Some of those whose lives he touched (l. to r.): Sharing a laugh with faculty; at home with his family; a proud grandfather to Elizabeth Leslie.*

At the celebration of the 75th anniversary of Agnes Scott College, Wallace Alston offered the prayer of re-dedication of the College. That prayer conveys something of the character and faith of Wallace Alston, which he shared through the years in the life of Agnes Scott, and for which we are giving thanks as we remember him:

*Almighty God, our Father, Source of our life, Inspiration of our labors, and Goal of all our hopes and purposes—*

*We rejoice in the knowledge that in Thee we live, and move, and have our being; that Thou hast created us for Thyself, so that our hearts are restless until they find rest in Thee; and that in Thy light we may see life clearly, and*

*in Thy service find our freedom and Thy purpose for us . . .*

*We gladly renew the vows of commitment to truth, solemnly assumed by those who have gone before us in the work of this institution. Grant to us, we pray, a full measure of devotion to excellence in scholarship, to integrity of life both in and out of the classroom, and to freedom of the mind and spirit in every aspect of our experience as a college. Grant to us the courage to be and to do what Thou dost expect of us. Forbid that we shall ever be afraid of that which is high, or distinctive, or difficult. Keep us from false pride in past achievements and from self-satisfaction and complacency in present responsibilities. Grant that we may continue to be dissatisfied with every-*

*thing that is tawdry or shoddy, with premature arrangements and compromises that reduce tensions but result in mediocrity.*

*Help us to live a contemporary life, willing to face new issues and to discover new truth, holding fast to that which is good out of the past, and faithfully conserving and interpreting to young people timeless truth and values. Grant that we may place our obligation to Thee above every other allegiance, no matter whether this appears to be popular or unpopular. May it please Thee, Our Father, to sustain and strengthen our intellectual and spiritual life so that our witness to the truth may be clear and strong. ◇*



**A  
LASTING  
MARK**

▼

***"Excellence has always  
been a byword in his  
approach to those  
institutions which have  
had his interest . . .  
Our debt to  
George Woodruff is so  
great that it can only  
be acknowledged,  
never repaid."***

BY KAY PARKERSON O'BRIANT '70W

George Waldo Woodruff may be remembered longer for his stunning generosity and vision than for his immense wealth. With fortunes built from The Coca-Cola Company's 100 years of success, "Mr. George" and his older brother Robert gave unprecedented millions as well as valuable leadership to education, the arts, medicine and social organizations in the city of Atlanta and the state of Georgia.

Agnes Scott was no exception. For more than 31 years, George Woodruff served as an Agnes Scott trustee. At her death in 1982, Irene Tift King Woodruff left \$1 million to the College. President Schmidt sought George Woodruff's permission to use the gift's interest income for financial aid for Return to College students. This enabled the College to publicize the availability of aid for RTCs and Mrs. Woodruff's bequest.

Their family ties to the College included Mr. George's aunt, Frances Winship Walters 'IN, and Irene Woodruff's mother, Clara Belle Rushton King 'IN.

After Woodruff's death on Feb. 4, 1987, at the age of 91, Roberto C. Goizueta, chairman and CEO of Coca-Cola observed that, "His gifts of time and money have left a lasting mark on higher education in Atlanta and the Southeast. He will be greatly missed."

Although Woodruff's support permeated Atlanta institutions, his influence and that of his brother were often hard to pinpoint, especially in earlier years. They refused to allow their gifts to be publicized or acknowledged, but their name nevertheless became synonymous with large gifts from "an anonymous donor." In 1984, Forbes Magazine estimated George Woodruff's wealth at \$200 million.

Mr. George's mark on Agnes Scott's physical campus is evident: Winship and Walters residence halls,

major laboratory equipment for Campbell Science Hall, a renovated library and air-conditioned buildings can be linked to his generosity. An active and vocal trustee, he served as vice chair from 1955-1961 and on the investment committee for many years. Before his death, Woodruff had agreed to be honorary chair of the College's centennial campaign. His longtime secretary Vela Rocker remembered, "He worked as hard for these various schools as he ever did in his business life."

Secretary to the Board of Trustees Bertie Bond remembered Mr. George's personal friends from all walks of life and his work on the board. "President Alston counted on his judgment and his wisdom. Mr. Woodruff was consulted on many other matters, not just financial ones."

Trustee Suzella Burns Newsome '57 recalled his humor. "He was unbelievably spiffy and alert. He was just so jovial, quite an amazing person. He would often joke at the treatment he got and the fuss that was all around him when he appeared."

The College's former vice president for development, Paul M. McCain, remembered Woodruff's retirement from the board in 1974. "The Student Government Association had a special dinner for him. The students invited him and Mrs. Woodruff to be their guests for a formal dinner and they had a delightful time. Usually students don't get to know a trustee as well as they might. I know Mr. Woodruff told some stories that were more appropriate for a men's club than an Agnes Scott group. But one of the girls came up to him afterward and said, 'You know, that story that you told is one of my father's favorites.' The students liked it so well that they began having other dinners to honor people."

As C. Benton Kline, former dean of the faculty at Agnes Scott, said, "[George Woodruff] stood for the right things in academic life. And that wasn't his principal point of



*The 19-year-old Tech student had an interest in anything mechanical.*

interest or expertise. But he always voted for the right thing for the College."

Specifically, Kline recalled a 1956 conflict over a commencement address to be given by theologian Nels Ferré. Some people close to the College protested that Ferré, a professor of philosophical theology at Vanderbilt, held beliefs that were theologically unsound.

Opposition came from some members of the board and some local Presbyterians, said Kline. Did the College have the right to invite speakers whose beliefs dissent from those of its leadership?

The board, with Woodruff as acting chairman, stated, "We believe such a policy of academic freedom is consistent with the position of Agnes Scott as a Christian college and essential to the adequate liberal arts training of our students. We reaffirm our opposition to the view that students, in their Christian academic training, must be protected from reading or hearing points of view not in accord with the particular theological position of members of the Board and Administration and of the [Presbyterian] church [with] which Agnes Scott College has long associated."

"In this crisis, the board moved ahead instead of retreating," said Kline. "That was attributed as much to Dr. Alston, as [it was] to the board. But it was people like Mr. Woodruff, Mr. Gaines and Hal Smith who were willing to go ahead and buck the crowd for what they thought was right."

Born Aug. 27, 1895, George Woodruff was the third of Emily and Ernest Woodruff's four children. He grew up in Atlanta and attended public schools, graduating from Tech High School. With an interest in anything mechanical, especially new inventions like the automobile and motorcycle, George went on to attend Georgia Tech and Massachusetts Institute of Technology. But World War I interrupted his studies and he never returned. Dur-

ing the war he did manual labor and drafting in civilian services in Savannah. Later, on his motorcycle and sidecar, he ferried medical supplies and doctors around Emory's campus and back and forth from Fort McPherson.

In 1919, Ernest Woodruff was president of Trust Company Bank and led a consortium to purchase the Coca-Cola Co. Afterwards George worked for several years in jobs related to Coke interests or other companies his father ran. After working from 1920-1926 as local sales manager for White Motor Co., he moved to Birmingham in 1926 to join Continental Gin. In 1930 he became its president, by 1934 he was chairman of the board. Cotton was still king in the South, and Continental Gin was more powerful than Coca-Cola at that time. He joined the Coca-Cola board of directors in 1936.

For a man born to wealth, Woodruff had a reputation for thriftiness. He would often leave his office in the Trust Company Building to lunch in the employee dining room. Each time, he used his ID card to get his 40 percent employee discount.

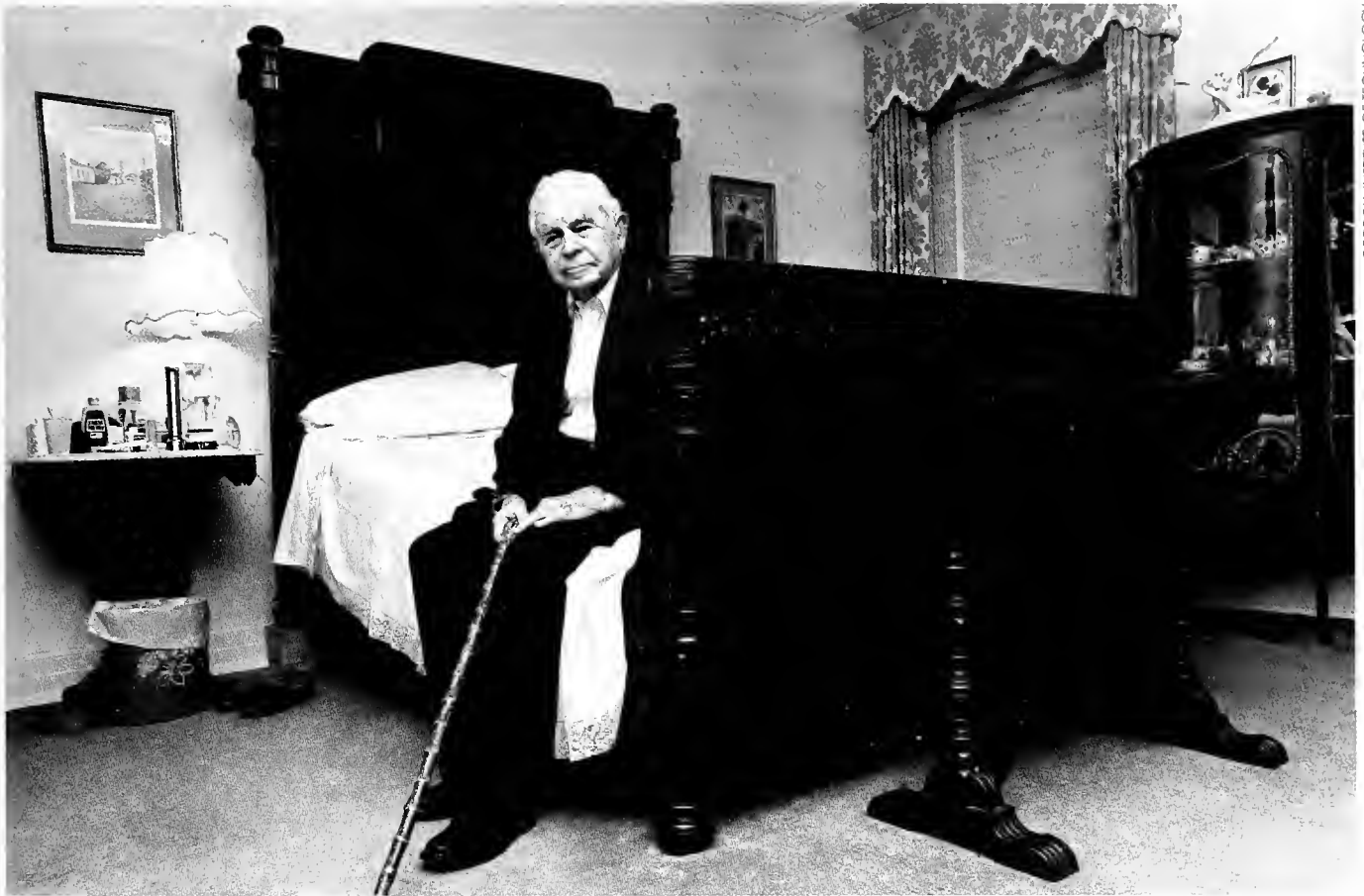
A lifelong Georgia Tech football fan, he held a block of season tickets that he shared with friends and associates. He went to home games, even through last fall, when he brought his nurse and had to move to a box seat.

Woodruff was also an avid golfer, belonging to clubs in Atlanta, Augusta and Highlands, N.C. Ben Gilmer remembers that Woodruff always played to win, and was usually willing to have a small wager on the side.

He delighted in his family, and remained close to brother Robert, his neighbor on Tuxedo Road. They shared breakfast together often, friends noted. Another friend remembered George one Christmas playing hide-and-seek with his grandsons and their new walkie-talkies.

And in 1985, when five educational institutions threw him a 90th





GEORGIA INSTITUTE OF TECHNOLOGY

George Woodruff sits on the bed in which he was born, and later slept in for much of his life.



*“He stood for the  
right things in  
academic life.  
And that wasn’t  
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But he always voted  
for the right  
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birthday luncheon in the Emory PE Center named for him, a Ramblin' Wreck delivered him to the door. Gag gifts could not be resisted. At the height of the old Coke-new Coke furor, students presented him a Coke hat with a can of each and two very long straws — so he wouldn't have to decide.

President Ruth Schmidt led off the congratulations from hosts Agnes Scott, Emory, Georgia Tech, Mercer and Westminster Schools. "I did not have an opportunity to know you, Mr. Woodruff, when you were active on our board, but I am grateful that I do have the privilege of knowing you now as a caring and charming person, who has never lost interest in Agnes Scott — always inquiring about enrollment, attending meetings of the investment committee, and most recently, visiting campus to inspect the renovation projects well underway for our centennial in 1989."

Boisfeuillet Jones, Robert W. Woodruff Foundation president, believes few individuals will ever match the impact of the Woodruff brothers on Atlanta. Unlike other major national philanthropists, the Woodruffs concentrated their gifts on institutions and organizations in Atlanta and Georgia. "There will be other people who do things and who have results in Atlanta," he said. "But it's getting too big and too diverse to think in terms of individuals having the same kind of impact."

In future years, visitors to Atlanta may feel that the Woodruff name is second only to Peachtree in its frequency on the city's landscape. Buildings in honor of Irene and George Woodruff include Emory's graduate residence hall, physical education center and a wing of the Egleston Hospital for Children. Georgia Tech has honored him with a residence hall and school of mechanical engineering, and Mercer University has a Woodruff House.

Agnes Scott will soon dedicate the Irene and George Woodruff Quadrangle in the center of campus.

In his busy lifetime, Woodruff held directorships in Atlantic Steel Co., several Coca-Cola subsidiaries, Trust Company of Georgia, and West Point Pepperell Inc. In addition to Agnes Scott, he served as a trustee to Emory University, The Georgia Tech Foundation, the Atlanta Metropolitan YMCA, Walter F. George School of Law, Mercer University, Rabun Gap Nacoochee School, West Point Pepperell Foundation, the F.D.R. Warm Springs Memorial Commission, and the Emily and Ernest Woodruff Foundation (set up to distribute their assets after their deaths).

Perhaps the best testament to Woodruff's enduring worth is contained in the words of a toast in his honor. Its author has been forgotten, but the sentiment still rings true: "Excellence has always been a byword in his approach to those institutions which have had his interest. His outlook has also consistently been wise, positive, and constructive. In a word, our debt to George Woodruff is so great that it can only be acknowledged, never repaid." ♦

*Kay Parkerson O'Briant, a freelance writer living in Atlanta, graduated from Agnes Scott in 1974.*



EMORY UNIVERSITY

*Hosts figured out a perfect solution to the old Coke, new Coke dilemma for Mr. Woodruff at his 90th birthday party.*



*Irene King Woodruff*



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## STRATEGIST FOR CHILDREN WITH SPECIAL NEEDS: REBECCA FEWELL

A

child is born deaf, or blind, or mentally retarded. The bewildered, grieving family begins telephoning the world of experts, a state agency or local university. They ask: What does the future hold? How can we manage daily life with this child? Frequently, the caller is referred to one of the nation's foremost centers for research and education of special needs children: the Experimental Education Unit of the Child Development and Mental Retardation Center at the University of Washington in Seattle, and its central figure, Dr. Rebecca Fewell '58.



BY KATHERINE ROSETH



JOSEPH FREEMAN

*Dr. Rebecca Fewell '58 does groundbreaking work with special-needs children at the University of Washington in Seattle.*

**H**er office is hidden behind massive pink concrete blocks in the university's hospital and health science complex. By contrast the Experimental Education Unit's low-slung buildings suggest a pre-school more than a medical research facility. The Pacific Northwest asserts itself here — Douglas firs, rhododendrons, a bevy of wild Canadian geese on the lawn. Behind, sailboats pass along the Montlake Cut waterway connecting Puget Sound and private docks on Lake Washington. Out front, a school bus unloads a troop of noisy preschoolers, many with the distinctive bone structure of Down syndrome.

Inside, the really pleasant areas are for children — the courtyard play area and the cheerful classrooms. Dr. Fewell and her secretary work out of two cluttered, windowless cubicles off a linoleum and brick-lined corridor. They are unimposing accommodations for the professor of education recruited by the University of Washington in 1979 to direct the projects of its internationally recognized facility. Then she was chair of the department of special education at George Peabody University in Nashville, Tenn. She had a well-established reputation for her pioneering work with deaf and blind children.

Now the principal investigator on a dozen grants, Dr. Fewell solicits and manages more than \$1 million a year in federal and private research funds. Fewell also directs the work of 15 to 18 graduate students. She leads a hectic life scheduled with national and international conferences and



*Teachers usually succeed using a playful, relaxed approach much like Fewell's interaction here with Kristoffer Vierra.*



an impressive array of publications to her credit. Between travels she divides her time shepherding grant proposals through the funding process, consulting with her staff writers and editors, and reviewing current programs with graduate student project managers. Still, she will take a telephone call from a stricken family member — one who is determined to reach her from Minneapolis or Beaufort, S.C. These contacts can develop into long-term friendships, celebrated by the smiles of parents and children in photographs on her bulletin board.

Off the telephone now and ready for her one o'clock appointment, she is gracious, welcoming. No skirted suit or white lab coat of the powerhouse academic here. Fewell wears a bright blue shirtwaist dress with a peach kerchief at her throat. She's petite, feminine, pretty — the 4th-grade teacher a child falls in love with, as they probably did in Nashville when she taught in public schools in the early '60s.

Her roots are unmistakably southern, but she has no drawl. There's no time to speak slowly. Animated by her subject, Fewell describes her first encounters with disabled children at the Shriner's Hospital in Decatur, Ga. A sociology major at Agnes Scott then, she tackled one of the community service projects encouraged by the College. As she read to children bound in wheelchairs and braces, she realized how much they were like able-bodied children — how much they wanted to laugh and talk and be with people. That idea trailed her through her professional life as a criterion for judging behaviorist or humanist therapies. Regardless of the theoretical model, she says, whatever invites the child into the human community is good.

"I can teach a child to hold her own spoon," she explains, "using a behaviorist approach. I hold the spoon and give her 10 bites. I measure the help she needs each time, and gradually withdraw my support. Eventually, she can manage the spoon herself — which is good, because it will make her more independent and seem more human to us.





JOSEPH FREEMAN

***"If I want to teach a child to communicate," says Rebecca Fewell, "I have to motivate her, I have to make her want to solve a problem."***

"But if I want to teach that child to communicate, I have to motivate her, I have to make her want to solve a problem." Fewell turns around to take a tiny wind-up toy from her bookshelf. Describing a deaf and nearly blind child as an example, she explains:

"First, I'll show the child that I enjoy the toy, myself." She winds up the car and lets it rattle across the desk. "Then I'll leave it out and wait to see if she's interested. I'll wind it up again and let it go. Then she may play with it, but she can't get it to work. I show her a third time, and while she's watching I take the key and put it in my pocket. I may say 'keeey, keeey,' to associate it with a sound, in case she has some hearing. But to get to that key and to play with the car, she has to go through me. She must communicate. That's what I want, human communication."

Themes of humanist versus behaviorist theories pepper the discussion, suggesting a major dichotomy in the field. Fewell is the practical educator: do what works. But to

know what works for a given child, she weighs all the variables and complexities that affect him or her—not only the severity of the child's handicap, but the strengths and expectations of the family.

"If the parents believe in very strict discipline and think the only way to teach a child is to put him in a chair, pull him up to the table, and drill him for 20 minutes, then I have to find a strategy that will lend itself to that," she explains. Usually parents learn as they go, especially when they observe a teacher's success using a playful, relaxed approach. However, the child is in the family to stay, and Fewell believes the treatment program must build on their values or it will likely fail.

Her research on family interactions contributes much knowledge to the field of special education. She introduced the family perspective into her work with deaf and blind children in the mid '60s and early '70s. An epidemic of rubella swept the country from 1963 to 1965, leaving behind an estimated 20,000 deaf and blind children. The government established regional research

centers for the deaf and blind. One opened at Peabody College, where Fewell was finishing a master's degree in learning disabilities to return to the classroom as a special education teacher.

"It was a case of being in a certain place at a certain time," she says. "My work with learning disabilities did not give me an adequate background working with children who were both deaf and blind. But at the time I was one of the few there who was willing to try to work with these challenging children. So I began an evaluation and treatment center for these children and their families."

**T**he overwhelming nature of a deaf and blind child's disability may have prompted Fewell to reach out to all sources of family and community support.

"We would have families come and spend at least a week with us, while we assessed the child and developed a treatment program. Sometimes we'd get the parents away from the child for an evening and take them out on the town, to get to know them as people.

"I always tried to find out the family's real resources," Dr. Fewell explains. "Where does the mother turn for help? Is it the maternal grandmother? Bring her in." Then when the time comes to do something difficult—say, take away the bottle from a child who should have been off a bottle four years ago—the important people around the parents will agree that they're doing the right thing, even through the child's screams and tantrums.

The family, Fewell admits, is a network of complex relations that may itself pose problems, but it

brings in a richness and strength, too. "Seldom do educators realize the impact of belief systems in the birth of an impaired child," she observes. Even religious convictions that seem counterproductive at first ("God is punishing me") can work to the child's good.

**F**ewell describes a fundamentalist Christian family she once worked with who insisted their child's handicap was God's will. They resisted all suggestions for therapy, and after some frustration, Fewell tried a new message: God gave you this child because you would work harder than any other family to help her reach her full potential. "It worked!" she remembers. "That family still calls me . . . and I think it's because I did not deny their beliefs."

Fewell's vision combines respect for people's richness and resilience with her awareness of technology's potential to solve problems on a mass scale. A current project uses computers to design therapeutic and educational programs for rural families or those in places without local facilities. "Right after a child is diagnosed, it's typical for the family to want to move to Seattle, to be in our program. That's generally not realistic." The parents' desperate need to connect can still be satisfied through the project's computerized treatment program.



*An avid cyclist, Rebecca Fewell sometimes logs up to 100 miles per day during summer outings with the Cascade Bicycling Club in Seattle.*

It works a little like a correspondence course. The child's physician or nurse practitioner evaluates her at home and sends the results to Seattle. The project staff enters data concerning the child's condition and the family's lifestyle and environment into the computer. The center uses the computer to create a therapy program focused on the details of daily life.

For example, the child practices large motor skills exercises at bathtime or language skills on a trip to the grocery store. When a parent gets confused or frustrated, help is a telephone call away.

"Right now we have 60 children in the project, but with enough staff and equipment we could stay in touch with any number. It's a matter of sharing the rich resources of a

university with those who feel they are really removed from it. I have families in the rural South who feel they have the greatest program in the world, and we've never seen their children!" Fewell smiles. "They feel connected."

Her own two children are grown. Her sons, ages 24 and 27, live and work in Nashville, Tenn. Now single, Fewell makes it East to a vacation home in Hilton Head, S.C., whenever she can. Despite logging up to 200,000 miles a year with work-related traveling, she doesn't stay sedentary at home either. For relaxation, she belongs to the Cascade Bicycling Club in Seattle. She sometimes cycles more than 100 miles on a balmy summer day.



*An animated Fewell works with student Akemi Ito. She hopes to delve into cross-cultural studies in special education in the future.*

**A**lthough she lives some 3,000 miles from Decatur, Fewell finds that Agnes Scott is never far from her. About a year ago, a man called from South Carolina and demanded to speak with no one but her. "I have a problem," he told her. "My grandson has been born in Italy and has Down syndrome. My daughter doesn't know what to do—they have some resources there, but not enough. She's 34 years old and has a Ph.D., so I know she'll be able to carry out anything you recommend. Shall we bring him to the States and have you take a look at him?"

The doctor consented and the family stayed with her while the child was evaluated. The baby's

mother happened to see an Agnes Scott Magazine in Fewell's home. She told the doctor that her mother, Mary Elizabeth Ward Danielson, graduated from the College in 1943. Dr. Fewell has since talked with the baby's grandmother by telephone and hopes to visit when she returns to South Carolina.

In the future, Fewell would like to delve into cross-cultural studies in special education, particularly with Japan. In some Asian societies, she notes, the birth of a handicapped child is a major family disgrace. Instead of seeking support in strong family ties, parents may choose to suppress the bad news and stay isolated, with dire consequences to the child's development.

Cross-cultural studies are not the only thing on Fewell's mind. Her success with grants has her curious to be on the other side of the fence, perhaps as a policymaker. "I'd like to see more flexibility in the range of treatment available to families," she notes. Working as part of a policy group would present new opportunities to put ideas into action, especially at the federal level. "That's where they make the decisions regarding who will be served and how." Fewell believes that the public commitment to special education will continue, despite massive federal budget deficits. "The challenge is to make it all come together in a creative, exciting way," she says.

On the way out of the Experimental Educational Unit, an example of such creativity exists. In the middle of one of the corridors, carved into the red brick wall at eye-level is a flock of bas-relief birds taking off up to the ceiling. It's a surge of effort, aspiration, and beauty, superimposed over the hard reality of brick. Within these walls lies faith in human possibility, even for those denied the full range of human gifts. ♦

*Katherine Roseth works as a public information officer at the University of Washington in Seattle.*

His quiet, strong voice could belong to a doctor soothing a patient, calming a child, gaining the trust of a family. Beneath his slightly gray hair, his heavy brows and wire-rimmed glasses couch dark brown eyes which steadily survey his students. Mack Peel's voice and manner create a deceptive stillness in his mid-morning seminar on peacemaking. He and his half-dozen students probe for understanding of the history of the church and war: the Crusades, the Holocaust, and Hiroshima.

They dig deeply into the expected fare — basic readings in an anthology by the Cambridge Women's Peace Collective, the Mennonite Statements on Peace 1915-1966, Roland Bainton's *Christian Attitudes Toward War and Peace*, the Presbyterian *Peacemaking: The Believer's Calling*, as well as the Catholic Bishops' famous pastoral letter of 1983.

But there the safe distance ends. Slides and films propel the students and their teacher into the war experience: "Causes and Effects of the First World War," Hitler's "Triumph of Will," film clips of Hiroshima and Nagasaki ruins, "Faces of War" in Nicaragua and El Salvador.

They study the church as villain, victor, victim; and scrutinize attempts to bring peace by proclamation, protest, pacifism. The students' final exam will be the same as for all of us — to wrestle with history and belief, and to make a choice.

For Malcolm L. Peel this is no academic exercise. He has designed the course to be more than just study for students. "I want them to understand what was at stake in the 1940s as they consider the church's response to the war," he says. "The way to expand my horizons and to challenge things which are unexamined in my own life is to teach a course about them, to be 'a co-learner' with my students."

New to Agnes Scott last fall, Dr. Peel came as the first full-time

by Lynn Dunham

# I AND THOU

"Dag Hammarskjöld,  
who was for years the Secretary  
General  
of the United Nations,  
wrote in his diary:

*People who are worried about  
the world issues,  
about the global problems,  
very easily forget  
the smaller issues.*

*If you are not willing to be good  
in the smaller circle  
of your family and friends,  
you can't do anything  
for humanity as such.*

*Without that intimacy,  
you live in a world of abstractions,  
in which your solitism,  
your hunger for power,  
your destructive tendencies,  
maim their only more powerful  
opponent:  
love.*

*It is better to be good  
with all one's heart  
to one person  
than to sacrifice  
oneself  
for the whole of humanity . . . ."*

*Taken from Jesus, Hope Drawing  
Near by Joseph G. Donders,  
published by Orbis.*

Wallace M. Alston Professor of Bible and Religion and chair of the Department of Bible and Religion. He brings 20 years of teaching experience, respected expertise in a range of biblical studies, and strong student and peer evaluations. Formerly chair of the Department of Philosophy and Religion at Coe College in Cedar Rapids, Iowa, Peel was named most outstanding teacher there. Once, on a two-year leave from Coe, he raised \$2 million in endowment to support faculty research at the Herbert Hoover Presidential Library in West Branch, Iowa.

An ordained Presbyterian minister, his thorough, creative approach to teaching twice has earned him recognition from the Outstanding Americans Foundation as Outstanding Educator in America. In his last three years at Coe, Peel taught 14 different courses, including eight new ones. Grants and fellowships from the Guggenheim, Fulbright, Mellon and Lilly foundations have enabled Peel to publish 4 monographs, 13 articles, 4 translations, 30 book reviews and to create a pioneering closed-circuit television series on the New Testament for the Presbyterian Church, U.S.A.

The third of three sons born to Frank and Ella Peel in Jeffersonville, Ind., Peel was 4 years old when World War II unfolded. "I became closely identified with my father's career and the military purposes of the U.S. My mother used to dress me in a junior-sized Army uniform, and I sang songs on behalf of war bonds sales," he remembers. Like most boys of the '40s, he played games to kill "Krauts" and "Japs." His father completed a 33-year career as a colonel in the Army Quartermaster Corps — serving through two world wars and in the Civilian Conservation Corps.

But World War II was not fun and games. While helping to cut a new supply route through the Indian jungles after the Japanese had

captured the Burma Road, Frank Peel contracted an unknown tropical disease that shadowed the rest of his life with suffering.

"That suffering had something to do with my interest in religion," says his son. "How could God allow the righteous to suffer?" While Peel's two older brothers opted for Air Force or Army careers, he entered Indiana University, and then Louisville Presbyterian Seminary.

"As a youth I had a rather decisive experience, and I felt I had a very

He spent Saturdays at Hanover College's library to prepare the Sunday sermon. He met Ruth Ann there one Saturday, and had "a memorable conversation." Although he was then dating someone else, he came back the next fall to find Ruth Ann after the other relationship had ended.

"She began going with me on some Sunday outings to serve the Smyrna Monroe Church," remembers the professor. "I thought any woman who could put up with me

have a great love for the church."

As a teacher, Peel says he believes that "the unexamined faith is not worth holding." As a scholar, he labors in his home study under a wall banner, "For God, for country, and for Yale."

A graduate institute in Judaism exposed Peel to writings of Jewish philosopher Martin Buber, who would shape and inspire his life. Beginning with *I and Thou*, the book that established Buber as an eminent dialogical philosopher, Peel



*Malcolm, Ruth Ann and Nicole Peel share a ranch home near Decatur. Son Drew is away at college.*

clear call to the Christian ministry. That was like a beacon that guided me through all my undergraduate years and even on through seminary.

"I still generally endorsed the military effort and trusted in my government to know what was right." In seminary, he considered military chaplaincy, but when he finished there, a fellowship made graduate studies at Yale possible.

While at Louisville, he also met his wife, Ruth Ann Nash of Cincinnati, Ohio. They first saw each other in Hanover, Ind., where he traveled each weekend to work as a student pastor in a small church.

through a sermon, dinner with a farm family, visiting all afternoon, youth work in the evening, and still love me, must be the right woman!" They married when he graduated from seminary in 1960, and moved to Yale where he earned his Ph.D. in biblical theology and New Testament.

Although Peel started his doctorate intending to preach and minister, he realized over the next six years that his education might be best used in the classroom. "But I have never indulged in the luxury of the ivory tower as the bastion from which I can throw bricks at the institutional church," he stresses. "I

read all of Buber's works he could find.

Buber saw life lived in terms of relationships. "He said the most important things occur in the context of relationships, which develop on three levels. The first level is between individuals and nature, the second between individuals and the spiritual — as one might find the spiritual in the work of a painter, musician or poet. The third and highest form of relationship occurs between human beings, and Peel credits Buber for teaching him "the importance of affirming each person, as well as the spontaneity of genuine relationships."



"We all live most of the time relating to other human beings as objects, simply in order to get things done," Peel admits. "But if our relationships occur only on that level, we never become fully human."

In contrast to Buber, Peel found Ludwig Feuerbach's *The Essence of Christianity* another key influence. "It may sound strange to express appreciation for the great-granddaddy of atheists of the Western World," he says with a smile, "but he made me think through my beliefs and better understand why I held them."

Clearly, Peel hopes to influence his students the same way. "I want to give my students the tools to study and understand religion and the Bible. Most of them have been brought up in the faith community of their parents, and they have not had the chance to step back and examine these views in light of literary or historical criticism, the truth claims of other religions, or the questions of the nonreligious. Academic study offers this, and it can strengthen faith."

Among Peel's tools: dialogic questioning, reading a variety of scholars' works and using the methods of literary criticism, commentaries, concordances, atlases and archaeological works. Sometimes he refers students to ancient, nonbiblical texts, to show them the historical settings in which the Scriptures arose.

"This approach builds the student's confidence in her capacity to interpret and understand religious texts and questions," Peel believes. Students want to know the Bible's nature, he says, how it can be authoritative for faith and life, and how to read it intelligently and responsibly. "But the existential questions of faith keep popping up," he adds, "and they are not to be denied."

Peel points to the Gospels as an example. "There are multiple portraits of Jesus which reflect the theological views of each of the gospel writers and the communities

On I and Thou:  
Between you and it there  
is mutual giving: you say  
Thou to it and give yourself  
to it, it says Thou to you  
and gives itself to you.  
You cannot make yourself  
understood with others  
concerning it, you are alone  
with it. But it teaches you  
to meet others, and to hold  
your ground when you meet them.  
Through the graciousness of  
its coming and the solemn-  
sacredness of its going it leads  
you away to the Thou in which  
the parallel lines of  
relations meet. It does not  
help to sustain you  
in life, it only helps you  
to glimpse eternity.

Martin Buber

Here the Thou appeared to  
the man out of the darkness  
and he responded with  
his life. Here the word  
has from time to time  
become life, and this life  
is teaching. This life may  
have fulfilled the law or  
broken it; both are  
continually necessary, that the  
spirit may not die on earth.  
This life is present, then,  
to those who come later, to  
teach them not what is  
and what must be, but how life is  
lived in the spirit,  
face to face with the Thou.

Martin Buber

in which they wrote. One cannot say they contain absolutely no history and all theologizing. But, on the other hand, we must be aware that the gospels are not biographies, or a neutral type of literature."

Computer programs now can help students see similarities and differences in the gospels. "Not only can you make vivid the literary relationships and dependency of Matthew and Luke on Mark, but the student also can develop a feel for redaction, or editorial analysis," he explains with enthusiasm. "Those gospel writers who used parts of Mark had certain theological interests. By looking at what they added or omitted from the Marcan material, students gain insight into the gospel writers' key concerns and emphases."

Computers are also helping Peel and textual scholars to reconstruct manuscripts from fragments of ancient books. For some years Peel has worked on manuscripts found in Upper Egypt written in Coptic, a language created by second-century Christian missionaries to translate the Bible into the vernacular of Nile Valley peasants. "Either due to the work of hungry worms or mishandling by people who did not appreciate the fragility of the ancient manuscripts, the beginning of many lines of text were lost," he says. Often, only the last two or three letters of some words remained. Peel and other researchers entered all Coptic word stocks into computer storage. Then they programmed an IBM 1130 computer to flip all the words, alphabetizing them from the last letter backwards, and then to flip them back again. The result: a reverse index of the Coptic language. The index, and the context of the fragment, enable the researcher to make a much more intelligent decision about reconstructing the original text.

"We also made pioneering efforts to found a national center in Iowa for research in biblical and related ancient literatures," he explains. "We started entering Greek and



Hebrew texts from ancient manuscripts into computer language and then into the computer itself. Once we accumulated a number of texts, we could begin to reconstruct, as textual critics do, the most [probable] original form of the text." Textual criticism has produced a Bible that is 98 percent like the original texts lost or destroyed in the first century.

taught that the creator god "was 'mistaken and ignorant,'" explains Peel. They believed that the highest and true god was a perfect being who remained removed from the world and totally unknown until revealed. But the Christians affirmed one God, the creator, as the father of Jesus, a good and wise God.

The Gnostics also taught that

of Sylvanus," a 35-page piece of "wisdom literature" from the late second to early third century.

Peel says coming to Agnes Scott brings a new challenge: to become more familiar with perspectives offered by feminist theologians. "It's balancing our understanding of religion and religious concerns, and sharpening issues of justice and fairness," he explains. His new reading includes pieces by Letty Russell from Yale, Phyllis Trible of Union Theological Seminary in N.Y., and Elizabeth Schüssler Fiorenza. "In addition, my new colleague Beth Mackie ('69) and I are making some changes in the curriculum to present a full, well-balanced set of courses for the study of religion. So far, results have been good. We added six new Bible and Religion majors this year." Some of the changes also reflect Peel's new interests in studies of ancient Egypt and of Islamic faith



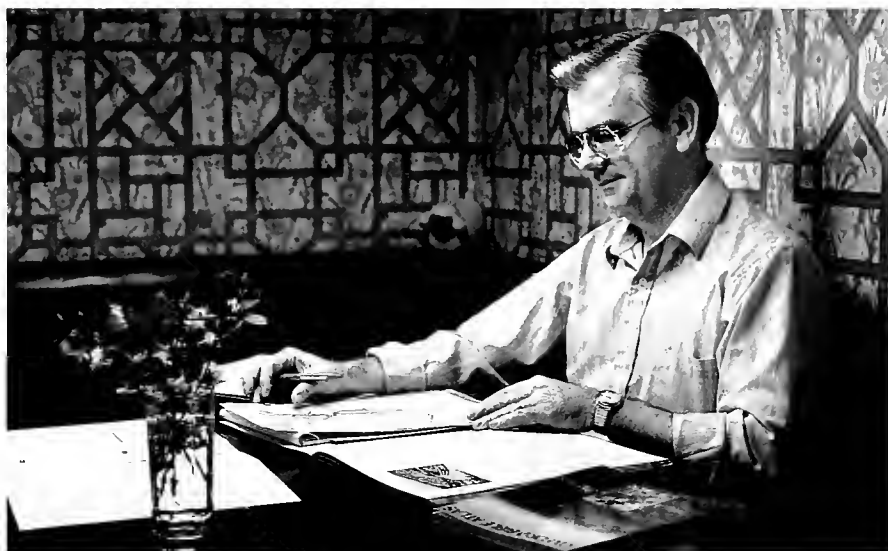
PAUL OBREGON

*A serious academician, who can be quite a comedian at home.*

"The process has taken the lifetimes of innumerable people," he points out. "But a computer can compare dozens of manuscripts in an instant, and we are revolutionizing textual criticism." The project was later moved from Coe to Harvard University and expanded.

Most of Peel's scholarly reputation has been earned for translation and commentary on Coptic manuscripts of the Nag Hammadi Library, one of which someone smuggled out of Egypt years ago under the false bottom of a suitcase. Working directly from the ancient papyrus, Peel made the first English translation of "The Treatise of the Resurrection." Such texts reflect first-hand the debates with the early Church's major opponent, the Gnostics.

The Apostles' Creed and other key statements of the early Christian Church grew in part from conflicts with Gnostic opponents, who believed in two gods. The Gnostics



PAUL OBREGON

*From Buber he learned "the importance of affirming each person."*

Jesus had been merely a spiritual being whose spirit hovered over the crucifixion, laughing at the Romans as they nailed his abandoned body to the cross. The early Church testified that Jesus had been born, had suffered, and truly had died. The manuscripts show the debates and resolutions. Peel's latest book, nearly complete, deals with the "Teachings

and tradition.

As the writings and thought of other scholars have influenced him, he hopes his own work will be used by future generations. "I'm very hopeful that I've made lasting contributions to human knowledge, and I hope I shall add strength and quality to the institutions I've

served. I hope that my life will add to the glory of the God who gave me birth and sustains my life."

On campus, Mack Peel dresses neatly and conservatively in a pressed shirt and tie, sweater or jacket. At home on Norman Drive in suburban Stone Mountain, Ga., he relaxes in a rambling ranch home he shares with Ruth Ann, and their two children. Ruth Ann, who holds degrees from Hanover College, Southern Connecticut State College and the University of Iowa, works in special education. Daughter Noel attends Georgia State University now, but will return to Coe College next year as a senior. Their son Drew, a sophomore at Davidson College, will spend his junior year in Scotland.

They enjoy their children — affectionate teasing and warm bantering sparkle through their conversation on this Sunday afternoon. Peel, who seems rational, methodical, even tenacious in academic committees and the classroom, enjoys a reputation as somewhat of a ham and comedian among friends. With enough cajoling from Ruth Ann and Noel, his easy smile breaks into laughter.

His wife and daughter delight in recounting his antics in the annual parish version of "The Gong Show," for which he served as "Master of Mayhem."

Peel explained, "I would line up all these talentless people to do variety acts at the church. As master of mayhem, I had quite an array of costumes I would wear. Everything from a Mexican bullfighter's outfit with the brocade and tight pants, to a South Sea Islander's outfit, to a doctor's uniform."

But his family also has their store of surprises. For his 40th birthday party, they threw a party for him on his return from a fishing trip in Canada. Small plastic night crawlers gleamed through the ice in the punch, crowned with a fishing cap.

Fishing has long been a passion of Peel, who takes seriously the line

from the Koran: Every hour spent in fishing Allah does not deduct from those allotted for a human lifetime.

But one fishing trip was less than blessed. The week after he was ordained in a small church in Jeffersonville, Ind., some of the elders invited him to fish in a private lake nearby. New to the area, Peel lacked a license and started to decline. His parishioners convinced him no license was needed, and he joined them on the trip. After a while, the local ranger drove up in his jeep, and demanded to see everyone's license. The local newspaper published the account of Peel's arrest within week of his ordination.

Peel grew up near the woods in a summer resort area in Indiana. An



PAUL OBREGON

*A scholar who learns with his students.*

Eagle Scout as a boy, he later led a scout troop when Drew was young. He got used to waking up with his tent around his head, after his scouts cut the ropes during the night.

**I**n the silent wait for trout to strike on a balmy spring afternoon, Peel ponders questions he finds still unanswered. Why do the innocent suffer? "My father went through hell for the last 10 years of his life. They never found the cause. I can remember times when he cried in his bed like a child from the pain, a man 50 years old. As a boy, I didn't understand. I prayed that God would let me have his pain so that he could have relief. I've never stopped asking the meaning of such agony."

And why is there evil in human life, he wonders, when believers profess a good and loving God who is omnipotent? Though Peel feels satisfied with a partial understanding of moral evil—"the damage we do each other"—he says that natural evil still troubles him.

"I guess I will also be puzzled until the time comes, about whether there is something beyond our lives now," he explains. "I believe in the resurrection of Jesus, and as a Christian I hope that I shall somehow be a part of that victory over death." But Peel says he stops short of offering details with the conviction of the old Scottish general who is said to have been buried in his best uniform, seated upside down on his horse. "He was convinced at the final trumpet that the world would be turned upside down, and he wanted to be ready to ride!" laughs Peel. "Now we see in a mirror darkly, and we cannot penetrate it."

Yet in the midst of the darkness, he is finding a foothold on some issues. For Peel, the Vietnam war raised questions about war and justice which have continued to simmer. "Given the complexity of the issues, I do not see it as a sign of weakness to still be searching for a satisfactory stance regarding war," he says earnestly. "The more I have read and thought about the nuclear holocaust scenario, the more I believe that we are looking at the religious and ethical issue of our time."

He believes we can no longer think in terms of a "just war," because the use of nuclear weapons would be an immoral act he could not condone. "I am a tamed hawk, but I am not ready to be a complete pacifist. When there is no force or power to maintain order—civil order, international order—there is chaos."

Yet he is very troubled by plans to use nuclear weapons to do that. "One can easily now lose control over that power." ♦

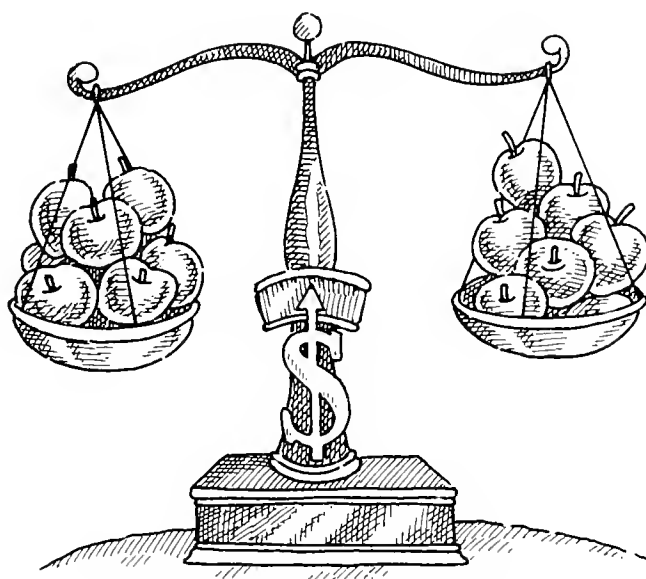
## Study links tuition increases to dwindling aid

On Feb. 20 President Ruth Schmidt sent a letter to the classes of 1988-90 and their parents concerning tuition increases for the 1987-88 school year. Comprehensive fees for the coming year will be \$11,750, or 6.5 percent more than last year, which compares favorably with other women's colleges. Bryn Mawr College in Pennsylvania costs \$15,625 a year to attend, while Virginia's Randolph Macon Women's College costs \$12,700. The following article is excerpted with permission from *Higher Education & National Affairs*, the newsletter of the American Council on Education.

Tuitions at independent colleges and universities are rising faster than inflation partly because of the high cost of replacing declining federal grant aid, said the National Institute of Independent Colleges and Universities (NIICU) in a report released in February. NIICU is the research arm of the National Association of Independent Colleges and Universities.

NIICU said the cost of providing education has increased because of the high cost of goods and services purchased by colleges, colleges' efforts to increase the quality of academic instruction and student services, and the dramatic increase in student aid offered by independent colleges and universities to replace declining federal aid.

"Secretary [William] Bennett is wrong when he says that federal student aid allows colleges to raise tuition," said a summary accompanying the report, "The Truth About



Costs in the Independent Sector of Higher Education." In, fact "tuitions increased slowly in the 1970s when federal aid rose quickly, and rose swiftly in the 1980s when federal aid was curtailed," the report said. "If there is any casual relationship between tuition increases and federal spending on student financial assistance, it is that tuitions have increased when the federal commitment to student aid has lagged behind inflation," NIICU said.

"Independent colleges, along with students and their families, already are shouldering the major responsibility for meeting college expenses, and would be hard-pressed to bear additional financial burdens," NIICU concluded. "Until the partners in funding higher education — the federal and state governments, corporations, foundations, and alumni — assume a more balanced share of the necessary funding, tuitions will necessarily continue to increase."

Between 1981-82 and 1985-86, the amount of money independent institu-

tions spent on student financial aid tripled, from \$904 million to almost \$3 billion. The report attributes at least half of the increase to attempts to replace federal grants lost because of budget cuts.

In addition, the prices of goods and services purchased by colleges are rising faster than inflation, NIICU says. Independent colleges and universities also are offering more quality than ever before, which is reflected in higher tuitions. Institutions have borne the costs of advanced scientific equipment for laboratories, computer systems for classrooms and administrative services, and library holdings and information technology "to offer undergraduate, as well as graduate scholars the best chance to succeed," NIICU said in its report.

Further, independent campuses depend more heavily on tuition than public schools do. "On average, tuitions account for 46 percent of the revenues available to independent colleges, and only 16 percent at public

colleges," according to the report. "When costs go up at independent colleges, tuition is the major source of revenue to meet increasing costs."

One of the primary ways independent institutions try to hold down tuition increases is by raising revenues from private donors in the form of gifts and endowment income. But although institutions try hard to increase revenues from these sources, "most independent colleges have little or no endowments and spend all gifts they receive to meet current expenses," NIICU says.

"Independent colleges and universities are facing intense competition from state-supported institutions as they attempt to increase private giving," says NIICU. "Less than 30 years ago, three quarters (73 percent) of all corporate gifts to higher education were given to independent colleges and universities. By 1984-85, for the first time in American history, less than half of all corporate giving" went to these campuses, the report said.

Finally, the costs of attending independent institutions are borne primarily by students and their families, who together pay almost two-thirds of the price of tuition. "Federal grants support 5 percent of the total tuition paid by students in the independent sector, income from College Work-Study jobs contributes 2 percent, and federal student loans allow students to borrow 12 percent of the tuition charges," according to NIICU. In addition, state student aid supports 5 percent of tuition at independent campuses, and institutional student aid covers 10 percent.

## Making decisions about morality

Alumna Isabel W. Rogers '45X gave this year's Founder's Day lecture, "Making Decisions." Professor of Applied Christianity at the Presbyterian School of Christian Education in Richmond, Va., Rogers addressed the ethical and sexual dilemmas facing young adults. How will the legacy of the "free love" '60s filter into a panic-ridden '80s, with society's fear of AIDS and other sexually-transmitted diseases?



Isabel Rogers

"The old rules just don't work anymore," Rogers said. "The matters about which we have to decide are unprecedented."

"Today's youth are the heirs of the freedom of the 1960s and they will not be forced into the rigidity of the 1950s." She urged the College to strive for open dialogue on these dilemmas. "There is no better place that I can think of for discussion of these matters than a college campus," she said.

"Never that I know of has society been in greater need of moral discourse. It is our responsibility to make that possible — helping each other to make moral choices."

Dr. Rogers — or Izzie, as she prefers to be called, — proved to be a popular figure on campus. Her Founder's Day speech on Feb. 18 capped off three days of lectures and discussion on "Theology and Sexuality," "Militant Morality," "Crisis in Sexuality — Ethical Issues" and other topics.

She noted that visiting Agnes Scott proved to be "a tremendously stimulating time for me as we've been dealing with some very tough moral issues."

Rogers is no stranger to

those. Her involvement with the Presbyterian Church U.S.A. includes stints on the Task Force on Abortion, and the Task Force on Homosexuality, as well as the Council on Church and Society. She has been nominated as moderator for the denomination's 1987 General Assembly. In 1986 the YWCA honored her as a fulltime volunteer with the Richmond Battered Women and Rape Victims Shelter.

Her three-day lecture series was sponsored by The Thomas F. Staley Foundation, a fund established to support programs that examine aspects of society that test one's faith.

## To many, Erskine Love personified the American dream

Agnes Scott Trustee J. Erskine Love Jr. died at his home in Atlanta on Feb. 21. He was 58 years old. "Erskine Love's untimely death leaves a very large hole in the community, for he was a pillar of the church, a fund-raising volunteer of extraordinary success, and an outstanding citizen and person in every area of his life," said President Ruth Schmidt.

A graduate of Georgia Tech, Love was president and owner of Printpack Inc., a company specializing in flexible packaging for food products.

Said Agnes Scott Chairman of the Board Larry Gellerstedt Jr. of Love in 1985, "He represents what America is all about. He started his company from scratch and built it personally."

Love graduated from Tech at age 20. Eight years later, in 1957, he founded Printpack. "I borrowed everything I could borrow," he recalled in a 1985 article in *Business Atlanta* magazine, which named him Atlanta 100 Entrepreneur of the Year. (The Atlanta 100 are the city's top-grossing, privately-held companies.) "I had an automobile, insurance and some equity in my house and I hocked it all; I laid it all on the line."

He managed to raise \$100,000 from bank loans and family investments to start the business. With a handful of employees, he began producing cellophane bags in rented office space in Sandy Springs, Ga. In 1963



J. Erskine Love Jr.

Printpack built headquarters in southwest Atlanta that now include some 250,000 square feet of plant and office space. The company has eight manufacturing facilities, 16 sales offices and about 1,200 employees throughout the country.

"Printpack is one of the leaders in the industry," said Edward Weary in *Business Atlanta*. Weary is director of technology and data for the Flexible Packaging Association, a trade organization based in Washington, D.C. "It's up to date in technology and forward-looking in its products." The company produces packaging for snack foods such as potato chips and candy, as well as cold-cuts, and hot dogs — just about any type of disposable packaging for food. Love once noted that the two-career household generated a boom in packaged foods since "convenience is [now] a necessity and a fact of life."

He was known by business associates as a man who liked to remember each employee's name and who still made calls on major clients. As hard as he worked in business, Erskine Love was well-noted for his civic involvement, too. Said Wilton Looney, chairman and CEO of Genuine Parts Co. in 1985, "Erskine does

more than the average owner of a business who would make token allowances for civic work or simply have somebody else do it. [He] gets involved himself [and] doesn't see it as his duty. He enjoys it."

Since 1977 Love had been a member of the College's board of trustees, serving on the investment, audit, development and nominations committees. He was chair of the audit committee from 1982-1986. His stepmother, the late Marguerite Jones Love, was a member of the class of 1934. In addition to Agnes Scott, he was director and past president of the United Way, president of the Atlanta Area Council, Boy Scouts of America, and a trustee of The Westminster Schools in Atlanta. He was in the midst of chairing Georgia Tech's Centennial Campaign when he died.

A member of Trinity Presbyterian Church for over 30 years, Love served in virtually every lay capacity there, according to Dr. Allison Williams, that church's pastor. He was also a member and former chairman of the board of Columbia Theological Seminary in Decatur.

Generous with his time and commitments to these institutions, Love told Business Atlanta in 1985, "I do what I enjoy doing. Some people aren't motivated to get into that arena, and that's OK for them. But I'd like to feel at some point in time that I've done more than run a flexible packing business."

He is survived by his wife, Gay McLawhorn Love, five sons, one daughter and three grandchildren.

## College bridges gap with dual-degree architecture program

Often liberal arts graduates pursuing professional studies find they have to take technical courses to "catch up" with their degree programs. Terry McGehee, chair of the art department, found St. Louis' Washington University's dual degree program in architecture a good solution.

The so-called 3 + 4 program meshes three years of liberal arts with four years of architectural study, culminating in a master's degree in architecture from Washington University. The student spends three years at Agnes Scott, then "transfers" in her fourth year to Washington University to concentrate in architecture. What she takes during that year will contribute toward her Agnes Scott degree, which she receives upon completion of her first year at the university. Assuming that her grades are in good standing and that she has fulfilled Washington's requirements, she will be automatically admitted to the graduate program the following year, thus eliminating an additional year of study.

"We found that students with our degree had to do more preparatory work to get into schools of architecture. They needed specific architectural design work," says McGehee.

Architecture is a rigorous and competitive field, McGehee points out. She sees this program as an admissions tool that will "bridge the gap that exists between fine arts and a profession." Dean Ellen Wood Hall '67 agrees. "The more avenues of opportunities open for students, both in college and

beyond, the better our chances are of recruiting students," she says. According to McGehee, only 2 or 3 percent of fine arts graduates in the country support themselves by making and selling their art. The rest go into related fields or on to graduate study.

Besides the curriculum requirements, applicants must submit a portfolio of slides, an essay describing their reasons for choosing the program and letters of recommendation from Agnes Scott faculty. Elizabeth Pleasant '88 has already applied to the program and is awaiting results.

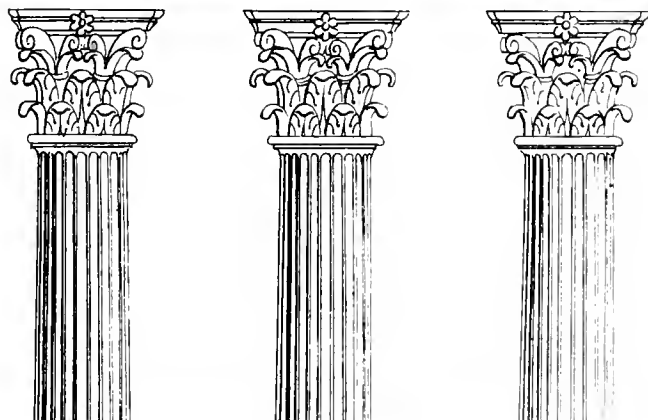
McGehee, who received a master's of fine arts from Washington University, learned of the program through her alumnae magazine two years ago. She suggested it to the curriculum committee, which was then working on the new curriculum. The committee is so enthusiastic about dual degree programs that they are seeking

other suitable ones, says Dean Hall.

The College now maintains dual degree programs with Georgia Tech in engineering, information and computer science, industrial management, management science and biotechnology. These five-year programs award bachelor's degrees from both institutions.

What's more, says Dean Hall, dual degree students receive priority over other applicants. "That's the beauty of a dual degree," she says.

McGehee is exploring a dual master's program with Tech similar to the one at Washington University. Hall commends the art professor's initiative. "Professor McGehee knew that department chairs are supposed to be aware of the quality of graduate programs available to students," she says. "This helps Agnes Scott be part of the national perspective that we all consider to be so important."



## Students raise banner of protest in Forsyth

Even someone hibernating in a bear cave for the winter has probably heard of the brotherhood march in Forsyth County, Ga. on Jan. 24. News media from all over the country—and the world—swarmed into the small county north of metropolitan Atlanta, the site of one of the largest protest marches since the 1960s.

More than 45 Agnes Scott students joined the march on a frigid Saturday morning. Charna Hollingsworth '87 and Dara Davis '88 organized the students, some of whom drove themselves or found alternate means of transportation.

Tanya Savage '89, chosen to speak on the Forsyth County Courthouse steps, gave clear reasons for going. "It's almost an obligation," she said. "Every generation has had to fight for their

freedom just so I could have mine. For me not to have gone would have been like saying to my children, 'You're not worth the effort.' "

The march responded to an earlier attempt by blacks and whites to "walk for brotherhood" in honor of Martin

*"I don't think I'm naive enough to think it wiped out all their ugly thoughts, but it gave them something to think about."*

*— Geraldine Crandall*

Luther King Jr. on Jan. 17. The 90-odd marchers, violently harassed by 400 white counterdemonstrators were forced to disband.

Black residents left Forsyth County in 1912 when white residents forced them out

after the rape of a white woman and the lynching of her accused assailant.

But on Jan. 24, more than 20,000 marchers—a third of them white—gathered in Forsyth County. National and local political leaders came too, along with 2,000 National Guardsmen and 1,000 state and local police.

Carolyn McFarlin, secretary to the president, and Global Awareness Director John Studstill drove the College van with some students to the march. Both staff members had participated in civil rights demonstrations in the '60s. The overwhelming difference, noted McFarlin, was that the militia was protecting the demonstrators, rather than hurting them. She said they offered "a human wall of protection."

Geraldine Crandall, an RTC student participating in her first civil rights march, said, "You have such mixed emotions about them. Here's

this extremely powerful show of force, yet it's so sad that you have to call out 2,000 National Guardsmen to protect for people something that is their's in the first place."

John Studstill believes the march should be placed in a broader perspective. "It's very important for people to put this into context and see this not as Forsyth County being any worse than anyplace else, but rather [to see] the sense of frustration on the part of blacks and other minorities who see very little actual progress."

Most of Agnes Scott's marchers found little to fear, even those closest to the most hateful epithets and jeering.

Ultimately, most felt it a positive experience. Said Tanya Savage, "It was an experience every young person in America should have. It makes you see a community larger than yourself."

**Come join us for a great time during the week of June 14-19 at Alumnae College.**



Live in residence halls, attend classes, renew old friendships and make new ones in a stimulating learning environment. Agnes Scott faculty will teach the classes.

☐ Linda Lentz Hubert '62, associate professor of English, will teach "Three Georgia Writers: Carson McCullers, Flannery O'Connor, Alice Walker;"

☐ Ronald Byrnside, Charles A. Dana Professor of Music, explores "American Popular Song as Social Comment;"

☐ Wallace M. Alston Professor of Bible and Religion Malcolm Peel will offer "Gods,

Pharoahs and Mummies: A Study of Ancient Egyptian Life and Religions;" and ☐ Alice Cunningham, William Rand Kenan Jr. Professor of Chemistry, will discuss "Topics in Conversational Chemistry."

Alumnae will receive a brochure with complete information and a registration form in the mail. Others interested may call the Office of Alumnae Affairs at 404/371-6323 or write: Office of Alumnae Affairs, Agnes Scott College, Decatur, Ga., 30030.



In the recent 1985-86 President's Report the following alumnae and friends were omitted or misplaced in giving clubs. They are generous people who not only support the College through their contributions, but also by participating in the corporate matching gift program. We deeply regret this oversight and hope everyone listed will accept our sincere apology.

## Tower Circle

Ruby Rosser Davis '43  
Helen Virginia Smith Woodward '43  
Vivian Conner Parker '62  
Sharon Lucille Jones Cole '72  
Mr. Madison F. Cole Jr.  
Mr. Ovid R. Davis  
Mr. Kenneth J. Hartwein  
Mr. J. E. Parker  
Mr. Thomas E. Stonecypher  
Dr. Albert C. Titus  
Mr. W. Leroy Williams  
Dr. William D. Woodward

## Colonnade Club

Frances Cornelia Steele Garrett '37  
Barbara E. Wilber Gerland '43  
Susanna May Byrd Wells '55  
Marcia Louise Tobey Swanson '60  
Elizabeth Withers Kennedy '62  
Christie Theriot Woodfin '68  
Mr. J. E. Faulkner Jr.  
Mr. Franklin M. Garrett  
Mr. Louis A. Gerland Jr.  
Mr. James R. Kennedy  
Mr. John W. McIntyre  
Mr. Robert H. Ramsey  
Mr. Richard M. Schubert  
Mr. Brian C. Swanson  
Mr. James R. Wells  
Mr. Richard H. Woodfin

## Century Club

Mary Lyon Hull Gibbs '36  
Martha Ray Lasseter Storey '44  
Betty Jane Foster Deadwyler '51  
Marion Greene Poythress '61  
Mildred Love Petty '61  
Ann Teat Gallant '68  
Carol B. Blessing Ray '69  
Lynn Wilson McGee '77  
Janet Marie Bradley Fryzel '79  
Helen Ruth Anderson Arrington '81  
Jennifer Louise Giles Evans '81

Marjory Sivewright Morford '82  
Mr. Thomas S. Arrington  
Mr. Eugene E. Brooks  
Mr. Robert Keith Chambless  
Mr. Joe Davis Deadwyler  
Mr. Vaughn R. Evans  
Mr. Edward S. Fryzel  
Mr. Phillip Gallant  
Mr. Frank H. Gibbes Jr.  
Mr. John Hollerorth  
Mr. Vernon E. Jackson  
Mr. Boyd G. Lyon  
Mr. Joseph McDonald  
Mr. David L. McGee  
Mr. F. M. Mitchell  
Mr. John Mark Morford  
Mr. Thomas E. Morris  
Mr. Jack Moses  
Mr. Robert C. Petty  
Mr. Joseph E. Poythress  
Mr. J. Billie Ray Jr.  
Mr. Angus J. Shingler  
Mr. Wallace A. Storey  
Mr. Phillip S. Vogel  
Mr. Wendell K. Whipple

The following scholarship funds were inadvertently omitted from the President's Report. We apologize for any inconvenience this may have caused.

**JOY WERLEIN WATERS SCHOLARSHIP FUND** of \$2,956.  
**EUGENIA MANDEVILLE WATKINS SCHOLARSHIP FUND** of \$6,250 was established in 1915 as a memorial to this 1898 graduate of the Institute by her father and Agnes Scott trustee, L.C. Mandeville, of Carrollton, Ga., and her husband, Homer Watkins, of Atlanta.  
**WILLIAM GLASSELL WEEKS MEMORIAL SCHOLARSHIP FUND** of \$26,000 was established in 1963 by his wife, Lilly B. Weeks, of New Iberia, La. Their four daughters are alumnae: Violet (Mrs. Maynard M.) Miller '29, Margaret Weeks '31, Olive (Mrs. Henry C.) Collins '32 and Lilly (Mrs. Lee D.) McLean '36.  
**LULU SMITH WESTCOTT SCHOLARSHIP FUND** of \$36,481 was established in 1935 by her husband, G. Lamar Westcott, of Dalton, Ga., in honor of this 1919 graduate of the College. Mr. Westcott served actively as a trustee for more than 30 years. Preference is given to students interested in missionary work.

**LLEWELLYN WILBURN SCHOLARSHIP FUND** of \$2,190.  
**JOSIAH JAMES WILLARD SCHOLARSHIP FUND** of \$5,000 was established in 1919 as memorial to this Presbyterian business leader by his son Samuel L. Willard of Baltimore, Md. Preference is given to daughters of Presbyterian pastors of small churches.  
**IRENE KING WOODRUFF SCHOLARSHIP FUND** of \$977,621 was established in 1983 with a bequest from this friend of the College and wife of George W. Woodruff, Trustee Emeritus. Her mother, Clara Belle Rushton King was an alumna of the Institute. The income is to be used for women in the Return to College Program.

**NELL HODGSON WOODRUFF SCHOLARSHIP FUND** of \$1,000.  
**HELEN BALDWIN WOODWARD SCHOLARSHIP FUND** of \$25,365 was established in 1963 by her daughter Marian Woodward (Mrs. John K.) Ortleby of Atlanta. Preference is given to students of outstanding intellectual ability and character.  
**ANNA IRWIN YOUNG SCHOLARSHIP FUND** of \$13,531 was established in 1942 by Susan Young (Mrs. John J.) Egan, an alumna of the Institute, in memory of her sister, an 1895 graduate who served as professor of mathematics for 22 years. Preference is given to students from other countries.  
**MASON PRESSLY YOUNG SCHOLARSHIP FUND** of \$26,250 was established in 1979 by the Blake P. Garrett Sr. family of Fountain Inn, S.C., in memory of this long-time Presbyterian medical missionary to China and father of two alumnae: Louise Young Garrett '38 and Josephine Young (Mrs. Francis) Sullivan '44 of Greer, S.C.  
**ELIZABETH GOULD ZENN MEMORIAL SCHOLARSHIP FUND** of \$5,650 was established in 1982 by her family and friends as a memorial for her 35 years as professor and chair of the Department of Classical Languages and Literatures.  
**LUCRETIA ROBBINS ZENOR SCHOLARSHIP FUND** of \$2,453.

## Learning never ends

Some of life's greatest adventures begin at 60. That's the motto of Elderhostel, a program Agnes Scott will host this summer from June 14-20. Elderhostel allows people over 60 to live on a college campus for a week or more and take up to three non-credit courses in the liberal arts and sciences.

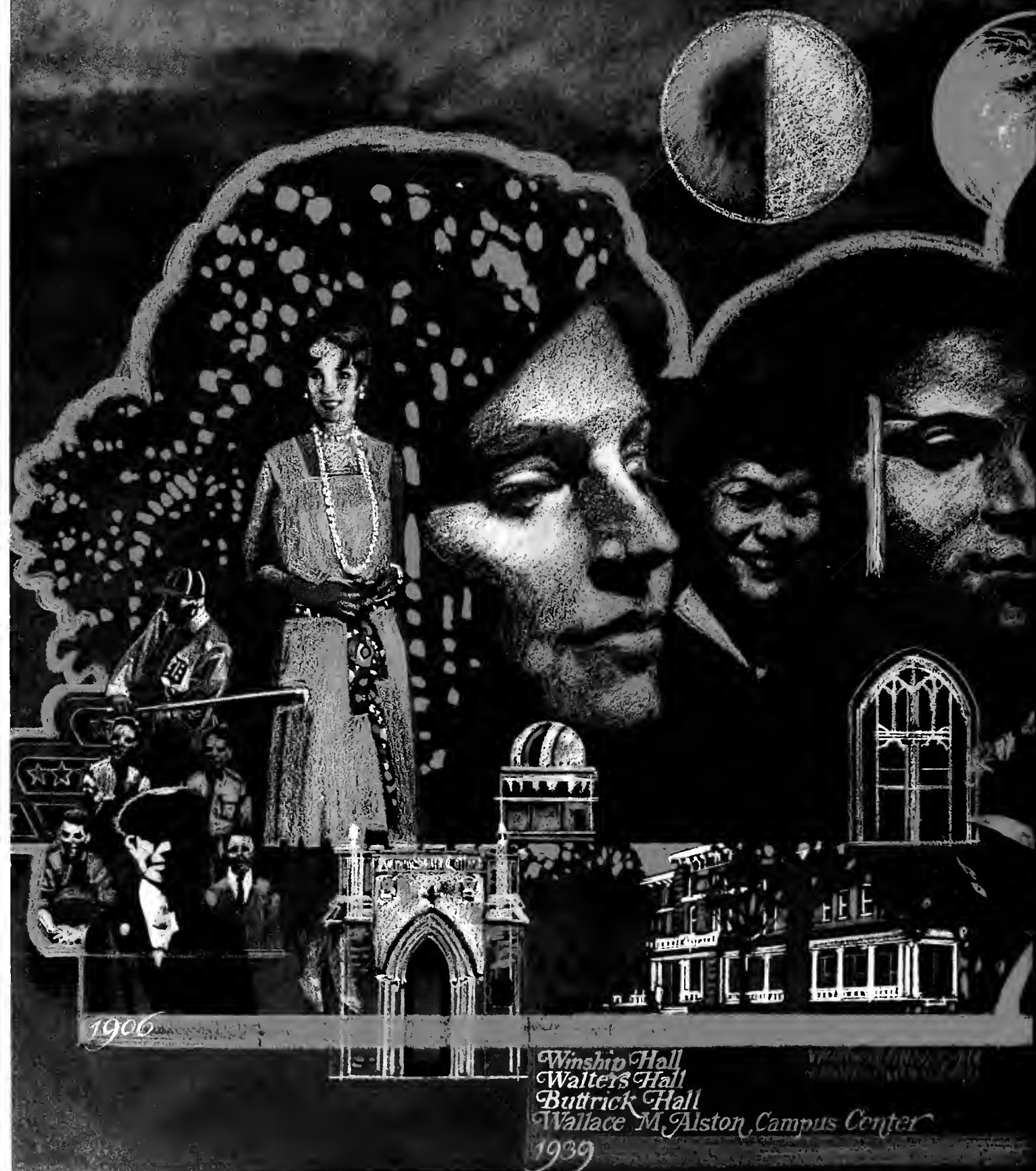
At Agnes Scott, students will study **Ancient Theatre Production** with Assistant Professor of Classical Languages and Literature Sally MacEwen, **Selected Public Policies** with Sally Davenport, assistant professor of political science, and take a **Survey of Jazz Styles** with Music Department Chair Ted Mathews.

The \$205 fee covers tuition, room and board, as well as the use of campus facilities and extracurricular activities. Those interested should contact Mollie Merrick '57, director of campus events and conferences, at 404/371-6394.



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Decatur, Georgia 30030

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# AGNES SCOTT

ALUMNAE MAGAZINE FALL 1987



The Role of a Lifetime By Marsha Norman

A light breeze played with my skirt as I walked across campus on my way home. Above the athletic field and lumpy brick sidewalk hung a clear blue sky, a tranquil beginning for fall.

I glanced toward the amphitheatre and noticed rope hanging from a tree. Curious, I left the sidewalk and headed across the field to look closer. Stone "pilings" seemed to stick up from the amphitheatre. Maybe they are storing construction supplies down there, I thought, and kept on walking.

At the rim of the amphitheatre, I looked down and began to laugh. I had just been drawn to part of an art exhibit — "Inside/Outside" — inside and outside Dana Fine Arts Building. Had I started my walk at Dana, markers would have guided me to the sculpture by artist Jeff Mather, with the phrase "When you're on land, you smell the sea. When you're at sea, you smell the land."

As Atlanta Constitution art critic Catherine Fox wrote, Mather's "Snug Harbour" is "one of his best [works] to date. With a minimum of means and the cunning of a stage designer, he transforms the college's outdoor amphitheater into a reverie of a harbor. . . . The objects he uses are few. A series of mesh boxes are banded by black frames hanging on hooks from a rope. The rope (attached to poles at either end with sailor's knots, of course) slopes down over the central aisle into the amphitheatre and between a series of monumental, slanting "piers," gray columns recycled from his last piece and arranged in a row of V-shapes on the theater floor. Ropes strung together like nets are attached to trees to the right and in back of the mysterious cargo."

Mather's work was a surprise if you were expecting building supplies.



I've had other surprises this fall. One evening I saw the Dixie Darlings rehearsing with Professor Marilyn Darling on the porch of Rebekah. The gymnasium and infirmary are being converted into the Wallace M. Alston Campus Center, and any wooden floor space is in demand for rehearsals.

Another morning I came to work to find the old gazebo being moved to the quadrangle. In the weeks that followed, the roof was restored and the lower parts rebuilt to duplicate its original appearance.

And of course, I continue to be surprised to meet more and more alumnae and to learn what they are doing. Atlanta will host the 1988 Democratic National Convention, and Agnes Scott will certainly be

touched by the political pitch next summer.

We would like to use the occasion to feature alumnae of whatever political persuasion who have been active politically. If you or an alumna you know has been active politically — as an elected official or as a volunteer — we would like to know about it. Call us at 404/371-6315 or write to us at Alumnae Magazine, Buttrick Hall, Agnes Scott College, Decatur GA 30030.

In our centerfold, we have a surprise for you. The kickoff of our Centennial Campaign, "Keeping the Promise." Numerous alumnae and friends have been at work laying the foundation for this campaign, and faculty and administrators have exciting plans for the College that depend on the new support only a campaign can generate. We will be telling you about Agnes Scott's academic plans as the campaign progresses. We will also be planning material for magazines during the Centennial Celebration year. We welcome your ideas and suggestions. — **Lynn Donham.**

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Editor: Lynn Donham, Managing Editor: Stacey Noiles, Art Director: P. Michael Melia, Editorial Assistant: Liliana Perez '87, Student Assistant: Laura Sizemore, Editorial Advisory Board: Katherine Akin Brewer '76, Dr. Ayse Ilgaz Carden '66, Susan Ketchin Edgerton '70, Karen Green '86, Ina Jones Hughes '63, Mary K. Owen Jarboe '68, Tish Young McCutchen '73, Lucia Howard Sizemore '65, Elizabeth Stevenson '41

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Like other content of the magazine, this article reflects the opinion of the writer and not the viewpoint of the College, its trustees or administration.

In your spring issue, I am not nearly as interested in the two pages devoted to letters about the use of Mrs. and Ms. as I am in the short one-half page article on page 34 about ASC students (only 45 however) raising the banner of protest in Forsyth [County, Ga.] Hallelujah! At last Agnes Scott does something about the race issue. I also think it should have been mentioned (without naming the donor) that at least one alumna (maybe me) gave the College \$1,000 as a reward for this protest.

*Name Withheld*

In the article "Making Decisions About Morality" in the spring issue, there was no mention of morality based on Judeo-Christian principles. Dr. Isabel Rogers said that "today's youth . . . will not be forced into the rigidity of the 1950s." With the results of adultery, fornication, and sodomy being uncontrolled VD, herpes, and now AIDS, perhaps the "rigidity" or morality of the 50s wouldn't be such a bad idea.

Today's youth have been taught in various sex education and health courses to believe that anything goes. It's an if-it-feels-good-do-it mentality. The humanist would have us believe that we evolved, and therefore are only higher animal forms. The Christian knows that we are made in the image of God, and do not have to behave instinctively.

God has given us a pattern to follow of sex within the marriage bonds. When we follow His principles, we will reap fulfillment. When we deviate from that, we are seeing what happens.

*Caro McDonald Smith '58*  
Marietta, GA

Agnes Scott  
Alumnae Magazine

# AGNES SCOTT

Fall 1987  
Volume 65 Number 2

## The Role of a Lifetime

Page 8



*The play's the thing! Writer Marsha Norman artfully instructs how to write your own life.*

## Playing Your Cards Right

Page 12



*While some women may feel the decks are stacked against them in terms of power, others know better.*

## Love Carefully

Page 16



*As AIDS continues to take its toll, college officials struggle to steer students out of harm's way.*

Page 4  
Lifestyles

Page 22  
Finale



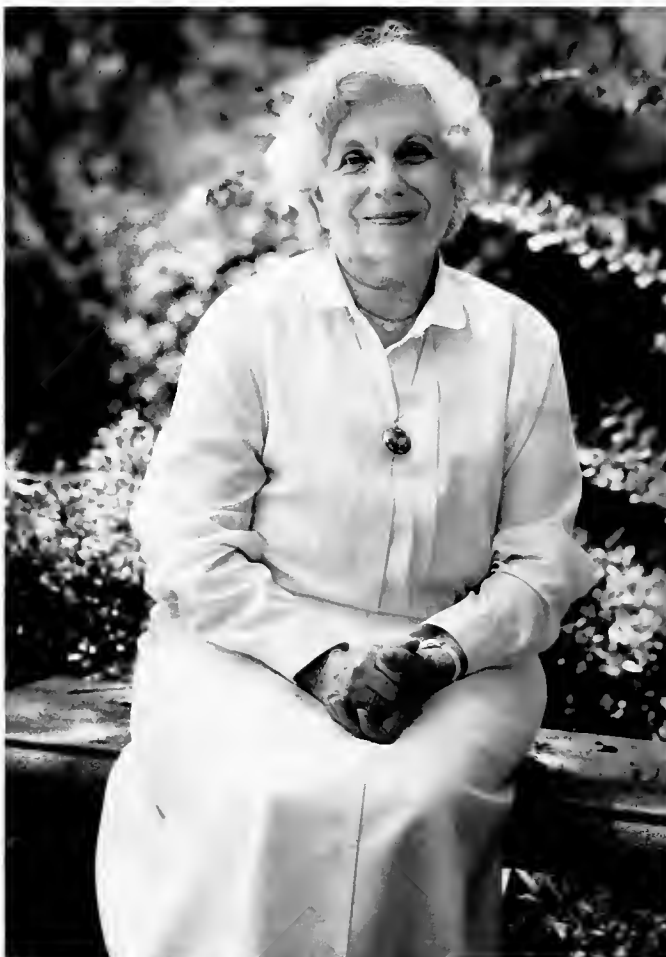
## Dorothy Joyner's circle of friends encloses many

It may seem a contradiction to say that one can stay put *and* travel widely, but Dorothy Travis Joyner '41 has done exactly that. Born in Atlanta, she has lived away from its metropolitan area for only two years. She majored in Greek and Spanish — a narrow area as career planning goes. Yet her liberal arts background opened the doors to two jobs, she says, "at a time when one was grateful to get any job at all," and has brought to her a lifetime of intellectual and spiritual pleasure.

Married to Georgia Tech graduate Hugh Joyner for 39 years, Dot and Hugh Joyner have launched day-long acquaintances and lifelong friendships in a circle of ASC alumnae throughout the country.

Mrs. Joyner is known to be available for any task where a "work horse effort" is needed. Named an Outstanding Alumna for Service to the College, she was thrilled when after accepting her award husband Hugh was named a Friend of the College for his years of "gluing chairs, hanging curtains, painting signs for Alumnae Weekend activities, and countless trips to the airport."

Her official roles comprise a formidable list: vice president of the Decatur Alumnae Club, longtime class secretary, class reun-



Dorothy Travis Joyner

ion planning committee member, Alumnae Association Club Chair and House Chair. And though she has also shared her time and talents with several community organizations, Dot Joyner has invested herself consistently in Agnes Scott.

"It's been a way of making little installments on a big debt," she explains. The College nurtured her love of learning, and brought special kinds of friendships into her life. "You find instant communication with liberal arts people. It transcends

age. I feel it with young alumnae as well as with those who graduated long before me. I owe nearly all of my close friendships to that College. And when you think of it that way, I owe more than I have paid."

She is philosophical about alumnae involvement in the campus. "When you graduate," she says, "you usually are frantic to get a job. It's about 15 years before you go back to your roots."

Her own involvement began when a friend in-

vited her to a Decatur Club activity. She discovered that it was like "going home." Looking back on her longstanding record of service, which she insists was "just picky little things — nothing creative or distinguished," Mrs. Joyner feels that working for the College "is the most selfish thing I've ever done in my life, because I've enjoyed it so much."

Despite the rounds of new voices on the phone, new faces and names that her alumnae work brought over the years, Mrs. Joyner says she was the "class mouse." When she learned that she was receiving the Service to the College Award, she began to fret over making an acceptance speech. She confided to classmate and longtime friend Elizabeth Stevenson '41 that public speaking terrified her — a fear that Elizabeth, despite many distinguished years of teaching at Emory University, shared.

At Alumnae Weekend, as they awaited the announcement of Mrs. Joyner's name, the two friends once again shared their jitters. "Suppose one of us drops dead at the podium!" said one.

"Suppose *both* of us drop dead at the podium!" said the other. "What do you think they'll do?"

"Well," said Elizabeth, undoubtedly drawing on her ingrained sense of Agnes Scott tradition, "they'll write it up." — Jane A. Zanca '83

MARY ANNE MITCHELL



## New York had to wait for Carolyn Forman Piel

When asked why she chose a career in medicine, Carolyn Forman Piel '40 says, "So I could get to New York!" Eventually she did, but not for long. Most of her days as a doctor have been spent high atop a hill in San Francisco's University of California Medical Center, overlooking that city's gingerbread Victorian homes and elegant cathedrals.

On the second floor of the 400 Parnassus Building, large white arrows guide visitors past lilliputian water fountains, a gallery of children's drawings, and a brightly decorated playroom to the Children's Renal Center. Here Dr. Piel prepares lectures, conducts research and sees patients in her effort to treat children's kidney disease.

Science first drew her interest when she took a biology class at Agnes Scott. After graduating Phi Beta Kappa, she went on to Emory University and received a master's of science in 1943. She attended medical school at the University of Alabama in Tuscaloosa for 18 months. "We were in the War then," she remembers. "Men in class were in uniform." She was one of two women.

Completing her medical degree in the Midwest (the best Eastern schools would

not accept women) at Washington University in St. Louis, she was all set to go to New York for her internship when she ran into one of her former professors from the University of Alabama. When he heard she was going to New York, he told her, "You don't want to go there."

"So he picked up the phone and called the supervisor at Philadelphia General Hospital," she says. "And that's where I went." Her trip to Philadelphia would greatly influence both her professional and personal life.

As an intern, she joined one of the hospital's pathologists in early kidney research. She then began

residency at Philadelphia Children's Hospital. "I chose pediatrics because I like children," she says. "It was very difficult to get a good internship in internal medicine." She stayed there two years and met her husband, Dr. John Piel, also in pediatrics at the hospital.

Carolyn Forman's trip to New York finally came in 1949, when she received a fellowship in pediatric nephrology at Cornell Medical School. Two years later, before her marriage, she was invited to teach at Stanford Medical School. John Piel was working at a prominent medical practice in San Francisco and enjoyed the West Coast.

*Dr. Carolyn Forman Piel*



"Here I was going West," recalls the doctor, "and I hadn't intended this at all. I wanted to stay in New York." She taught at Stanford until 1959. When the university decided to move its medical school out of the city, she went into private practice for a year. "My husband had a cancer from which he recovered, but at that time we didn't know what would happen. Teaching salaries were so low, I decided I'd better go into practice." After her husband became well, she returned to academic medicine at the University of California Medical Center.

Since 1973, she has been an examiner for the American Board of Pediatrics, traveling across the country to conduct oral exams. She has been a member of the Board since 1980 and was elected its first woman president in 1986.

Dr. Piel and her husband have reared four children, ages 24 to 33. As their family began to grow, the Piel family moved from their first San Francisco home, a furnished apartment, to a grand home on a nearby hill. "It was huge and had no furniture," she says. "When the children were little, they used to roller skate in these large rooms on the first floor. Then 30 years later, when we finally had time to furnish [the house], we sold it and moved back to our original neighborhood." —Lisa Harrington



*Evelyn Baty Christman*

### From Mortar Board to chair of the board for Evelyn Christman

Sometimes the clearest insights about a person come from their friends. So it is with Evelyn Baty Christman '40. Says her friend and former classmate Eleanor Hutchens, "Evelyn always rises to the top—like cream."

One of this year's Outstanding Alumnae for Service to the Community, Ms. Christman has risen to the top—"and naturally so," continues Dr. Hutchens. "Evelyn was the one everybody admired; the one who never said a word against anyone; the chief mind in the midst of every organization she joined."

Ms. Christman's resume reflects a similar rise. First on the list is chair of the board and chief executive officer of Landis Construc-

tion Company. It is a position Ms. Christman says she "fell into" when her first husband, Fred Landis, died in 1976. She also says she "fell into" teaching after graduating from Agnes Scott with high honors and as a member of both Phi Beta Kappa and Mortar Board. Her teaching career officially lasted nine years.

As a member of New Orleans' Business Task Force on Education in 1980, Ms. Christman was the only woman among 40 chief executives. She served as vice-chair to this group, which was appointed to improve public schools in the city.

Not only does Ms. Christman serve on a multitude of committees, she consistently leads each organization she serves. She was president of the Greater New Orleans Federation of Churches,

chair of the Council of Presbytery of South Louisiana, and chair of the board of trustees for Xavier University. The list goes on and on.

Ms. Christman's favorite organization, and perhaps the one she has served the longest is the League of Women Voters. Her interest began in an "American Parties and Politics" class at Agnes Scott. When she discovered that Jefferson Parish had no League of Women Voters, she started one. In 1952 she served as its president. When she moved to New Orleans, she soon became president of their league, and in 1975 she headed the state organization.

Ms. Christman credits Agnes Scott as the "strongest influence in my life. Everything I do is an outgrowth of my years there." The present CEO attended Agnes Scott only after receiving a \$700 full-tuition, room and board scholarship.

She remembers her College class as "the Depression" class and cites the tremendous influence of then-president James Ross McCain. "Our generation was a transition generation in more ways than one," she says. "In our time there was no such thing as women's rights. But at Agnes Scott we were taught to be independent, responsible and resourceful." To those who know her, Evelyn Baty Christman personifies these traits. — Linda Florence '89

### Jeanne Roberts earns respect as a leading Shakespeare scholar

The award to Jeanne Addison Roberts '46 for Distinguished Career brought no surprise to her classmates or to those who admired her as a senior in college. She was a member of Mortar Board and Phi Beta Kappa, vice-president of her class, as well as an honors student.

With a master's from the University of Pennsylvania in 1947, she taught a year at Mary Washington College and started on a doctorate at the University of Virginia. She served as English department chair at Fairfax Hall Junior College, married and had two children, taught at the American University Association Language Center in Bangkok from 1952-56, and at the Beirut College for Women until 1960. Eleven years after graduation, Jeanne Roberts already had a career of considerable distinction.

She returned to the States in 1960 to teach at American University in Washington, D.C. In eight years, she had earned the rank of full professor. Along the way, she completed her doctorate with the dissertation, "A History of the Criticism of 'The Merry Wives of Windsor.'" The play remains a major scholarly interest. Considered an expert outside academe as well, she is often consulted by New York's Metropolitan Opera when they

perform Verdi's "Falstaff," based on the roguish character found both in "Merry Wives" and "Henry IV."

Her reputation as a Shakespearean scholar was sealed this year with her election as president of the Shakespeare Association of America.

Her reknown goes beyond the classics. Memye Curtis Tucker '56 adds that Jeanne Roberts is admired not only as a scholar but as a person who shares and continues to grow. Many Agnes Scott English majors who now teach can remember key words of encouragement or an endorsement from Dr. Roberts that made a difference in their careers. Friends know her as one who has used her influence or power to enrich other people's lives.

One example is the Summer Institute on Teaching Shakespeare, which she designed, administered and taught at the Folger Library in Washington. With support from the National Endowment for the Humanities, she recruited leading scholars to teach in this program that educates high school teachers about recent Shakespearean scholarship.

Scholarship aside, Jeanne Roberts also finds great pleasure as a grandmother. She says the best decision of her life was to marry Markley Roberts, the son of Agnes Scott alumna Frances Charlotte Markley Roberts '21. — **Dabney Adams Hart '48**

## Public health pioneer Betty Whitehead honored for service

When Betty Gordon Willis Whitehead '37 entered medical school at the University of Virginia at 20, her male classmates seemed "like having 50 brothers." Little else has fazed her since. In April she was honored by Agnes Scott as an Outstanding Alumna for Community Service.

Her mother, who had been unable to realize her own dream of a medical career, encouraged Dr. Whitehead's medical ambitions early on. After earning her medical degree, Betty Willis married Dr. Cary Whitehead, and together they served the Chatham, Va., area for 14 years.

In 1962 the couple and their five children moved to Alaska "to practice medicine and seek a simpler way of life." Soon after, her husband drowned in a boating accident. She and her children moved back to Virginia, where she became physician and infirmary administrator for Sweet Briar College.

While at Sweet Briar, she became impressed that people living in what she calls "a good state-of-being" tended not to become sick. Conversely, those in a bad situation or depressed states seemed vulnerable to all sorts of illnesses. Curious about the mental-emotional aspects of health, Dr.

Whitehead returned to college at age 56 — this time earning a master's degree in public health from the Univ. of North Carolina at Chapel Hill.

"I went back to school in 1973 to find out what I had missed the first time," she says. "Education is wasted on the young. Going back to school in later years gives one the benefit of time and experience that help you to put things together and understand."

After graduating in 1974, the doctor joined the city and county of Danville/Pittsylvania, Va., to develop their mental health services department. By the time she retired, Dr. Whitehead had become executive director, supervising 65 employees in the alcohol and drug, mental retardation, mental health and prevention divisions. Her colleagues view her as "an effective health professional, a most capable administrator, a tough but

beloved supervisor, and an advocate for those least apt to speak on their own behalf."

Dr. Whitehead's main interest is promoting health. She often felt that in treating disease she just "administered bandages, not treated the underlying maladies." The current professional trend toward prevention pleases her.

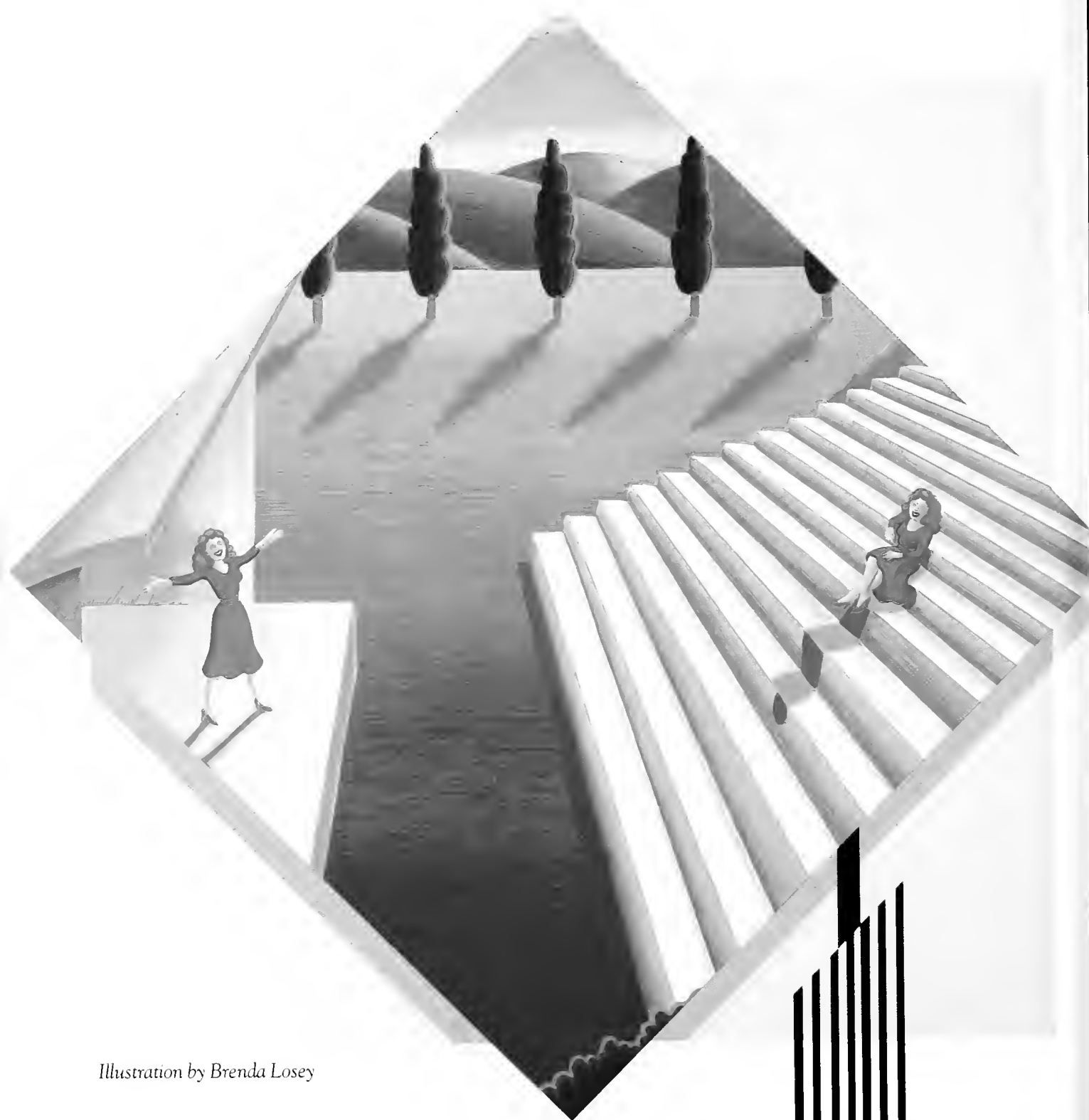
Dr. Whitehead sees a liberal arts education as the preparation every medical student should have. And while she gives high marks to her education, she values the friendships she made at the College most.

In retirement, Dr. Whitehead finds time to clean out old files and travel. "There is a lot of peasant in me," she says. Fond of doing things with her hands, she enjoys pulling weeds at her log house near Chatham, baking bread and knitting.

— **Donna Evans Brown '68**



*Dr. Betty Gordon Willis Whitehead*



*Illustration by Brenda Losey*

I want to begin by making a few announcements. Some of the last, thank God, announcements you will ever have to listen to.

1) These have not necessarily been the best years of your life.

2) You do not have to remember everything you have read here. Just the titles will be enough . . . and

3) What they will think of you in twenty years will not depend directly on what they've thought of you here.

That's really all I have to say. Those of you who wish to sleep or write poems on the back of your program, may do so at this time.

For the speech, like the rest of your future, is inevitable now. And a commencement speech, sadly enough, must observe certain rules.

I learned these rules from the dean of Fordham College in New York City, where I gave my first com-

write a play, but how everybody does. How *you* are writing a play as you casually live what you think of as your life.

You may not feel as if you are writing a play, but I promise you, you are. Someday, when you are dead, someone will come across a picture of you in a scrapbook, point and ask, "Who is this?" And someone who remembers you, will gasp and whisper, "That's Aunt June."

All she ever wanted to do, she said, was marry Uncle Rudy and raise a brood of children. But after one week, one week after the wedding, she walked out of his house,

that she had been afraid to confess. Maybe a week with Uncle Rudy had made the Wax Museum look like fun. Or maybe Uncle Rudy was so lively, that she had to admit the waxworks were more her speed.

Whatever it was, Aunt June wanted *something*, and she changed her life to get it. That's what a play is. It's one person wanting something. When you go to see a play, you find out why they want it, you find out what or who stands in their way, and you find out what happened when they got it, or how they felt about it when they didn't.

Now, in case you haven't guessed, *you* are Aunt June. In your life, or as we're talking about it today, in the play of your life, there has to be something that you, as the central character, want. Not something silly like making a lot of money or being

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# R O L E

## LIFETIME

BY MARSHA NORMAN '69X

mencement address a few years ago. He said that graduates were a very diverse group and that any attempt to interest all of them in anything would fail miserably. Then he said that no intelligent person could be certain there would be a future, so there wasn't much point in my looking into it in a speech.

Lastly, he said that though most colleges were not specifically religious institutions, and that their students held widely divergent religious convictions, I should nevertheless refrain from saying anything truly hateful about God.

So since I can't talk about God, the future, or something interesting to all of you — like how much you're going to contribute to the alumni association next year — I'm going to talk about writing a play. Not how I

took the bus to Washington, D.C., and spent her life doing we never knew what because we never went there, but working, we guess, at the Wax Museum.

Now, that may not be a play you'd pay \$40 to go see, but it is a play. Aunt June, for some reason, changed her plan.

If someone were actually to write down this play, they would have to figure out what happened in the week Aunt June was married. They would have to look for a single moment, when we could see her decide to leave. Maybe the Wax Museum was a dream of hers from childhood

happy. But something you can do that will satisfy you, something that will explain what you were doing here, something that will say who you were. It may be a particular line of work, or it may be some achievement — winning a prize, earning a certain position. It could be a personal quality, like being fair, or helpful. It might be something as simple as 'I want a house by the beach.'

It doesn't have to be complicated. It just has to be clear. It has to be sayable in one sentence. And it has to be personal. Everybody wants to make a lot of money and be happy. Everybody wants to have a loving family and be healthy. Everybody wants to be respected and given a chance to grow. So, if you're out there thinking of what it is that you want, it can't be anything vague like

love, all right? It has to be precise. Maybe you want to have your picture on the cover of Time Magazine. Maybe you want to set one of your feet down on the moon. Maybe you want to write the great American novel or solve the problem of the homeless in America. Any of those will do. But you're the author, so you decide. Just remember. Precise and personal.

Now, the first scene in your play will tell us what you want. If you don't want anything, then that's pretty much what you're going to get. And when somebody asks who you are in the scrapbook, the answer is going to be "I don't know."

I am sure a great many of you can already say what you want. And your graduation today represents a step you have taken toward getting it. Good. That's the next scene in the play. What you did to try to get what you want. If the main character simply dreams or hopes, the audience isn't going to get very involved.

Remember, in writing a play, you want the audience rooting for the main character. If the main character does nothing, or stands in her own way, then the audience will go to sleep 'til intermission, at which point they will leave. And you don't want people leaving your play, your life, I mean. You need them.

Now, along the way in the play, you need some history. You need to explain where this desire of yours came from, what it was that made you want this particular thing. The audience doesn't like dreams that come from nowhere. If you work at it, you should be able to remember a moment, or an incident that set you on this path you are traveling.

The strength of that moment is what enables you to go on walking this path. Maybe it's a painful moment, maybe it was an example someone set. But something started you moving. The audience needs to know what that was.

Now, toward the middle of the first act, the conflict has to start

building. You can't have a play without conflict, just as you can't have a life without conflict. I promise you, whatever it is you want, something is going to stand in your way. We have to know what that is. It might be you. It might be your family. It might be some force in the world. Whatever it is, it won't be a surprise. You can sit here right here, right now, and tell us what, if anything, can stop you from getting what you want. You don't know yet whether it will stop you, but you do already know what it is.

When you tell the audience what could stop you, you must tell them what you have to use against it. How strong are you? How long are you willing to fight? What resources do you have? What friends do you have? But most importantly, how badly do you want it?

The audience watches now, as near the end of the first act, the conflict erupts. You are really up against it. Everything seems to be against you. Your faith in yourself wavers, or maybe your friends forsake you, or maybe you realize you had no idea how strong the enemy really was. At any rate, you the writer send them off to intermission wondering how on earth you are going to get yourself out of this. What is going to happen?

As I am talking, you are probably deciding, individually, where you are in your play, where you are in your life. Have you walked on stage yet? Have you faced the conflict yet? Have you lost a few battles or won a few battles? Where are you in your story?

This is a good moment to remind you that whatever else happens, you must remain the central character in your story. And you must remain active. You can't write plays about victims. Nobody wants to watch for two hours while things just happen to somebody. You cannot write a play about a passive central character. Well, I guess you can, but nobody's going to come see it.

If you find that, from time to time,

you lose interest in your life, it's putting you to sleep, that even you would like to walk out of it, you probably have the passive central character problem. If you're bored, it's probably because you haven't done anything lately.

Incidentally, I've forgotten to say that the audience for this play of your life is not the ticket-buying public. It's you. Oh sure, your family will watch it, and your friends will see it from time to time, but you are the one who's stuck there watching your life, full time, day and night. You, the audience, are the only one who's ultimately going to care what happens to you, the main character. And you, the author, are the only one who can make it something worth watching, something worth being in.

Aristotle wasn't perhaps thinking quite this way when he talked about the unities, but then he wasn't giving a commencement address. And, as a matter of record, he didn't write any plays. I am giving a commencement address and I have written plays. And I say, you are the author, and you are the central character, and you are the audience. If you want to have a good time on stage in your life, all you have to do is write well and follow the script.

Now, it's time for the second act. I don't know how old you are at this point in the play, it's hard to say. Thirty, maybe? Forty, fifty, sixty. The audience comes back, and they're all dying to know what's going to happen to you. They've been to the bathroom and had their orange drink. They sit back down and dare you to finish your life.

This is a good time to let the audience like the character for a moment. It's true in the theatre, and I think for the most part true in life, that if the audience doesn't like the character, they're not going to care what happens to her.

So, what's likeable about you? Anything? Everything? Maybe you're kind to animals or maybe you know more words to more songs than any-



body else you know. It helps if you're funny, but if you're not, well, at least you can laugh when other people are funny.

It is important to show the audience that you're likeable. That doesn't mean you try to make them like you. No, they'll hate you if you do that. Just allow them to see what's good in you. Just let it come out, your sweetness or your silliness or your devotion to your mother or your passion for chocolate, or whatever.

If you know any magic tricks, do them. If you know how to dance, dance. If you can sing, sing. Whatever you can do to make your life, your play, pleasant, do that. It won't kill you to be liked. It might even help. If you don't have any likeable qualities, then the thing for you to do is admit it. We'll like you for that, I know.

As the play progresses, we see more and more clearly what is at stake for you. We know what will happen if you don't get what you want. We know what it means in your life.

Sometimes, in the course of seeing what is at stake, you discover that everything is at stake, and you begin to think that you're going to lose everything, because what you want is just not reasonable. It was not, as they taught you in psychology class, an achievable goal. Well, that's a pretty big problem in a play. The character could never have gotten what she wanted because it wasn't ever possible.

There are some things, even in this land of opportunity, that some of us just can't have. I can't win the Nobel Prize in physics. I can't be a veterinarian. I can't be a man. Fortunately, I don't want any of those things. But if I did, I would have to do a considerable rewrite of my play.

Rewrites are possible. You can pitch a play in the wastebasket and start over. And there are times when you should. Maybe that's what today will mean. That you're starting to rewrite your play, that you're wanting

something new, another chance. If so, I salute you. Rewrites are hard. Harder than writing for the first time, because you can never quite forget what it was you originally wanted. As a fellow writer, I encourage you to use what you used to want, to strengthen your resolve to get what you want now. We all make mistakes, even about what we want. All that mistakes cost us is time and energy. But we have time and energy to spend. The play isn't finished 'til the curtain comes down. Any changes you want to make along the way are fine. It doesn't all have to add up until the end.

Which ending we are getting to now. You'll remember that I said a play has to start with the character wanting something, and end with the character getting it or not. But I will tell you what I know about endings.

First of all, don't count on a surprise ending to thrill the audience. Surprises are only fun in mysteries. You want your life to be a play, not a mystery.

The ending of a play, of a life, should come naturally and easily from everything that's gone before it. What happens to the character, happens because of who the character is. We are no longer writing plays where the gods come in and save people, or destroy them either. The audience just doesn't believe it. The audience likes to see justice, see the character get what she deserves. That makes the audience feel good. It makes them feel that order is restored in the world.

Now, we all know, that people don't always get what they deserve. There is tragedy in the world, there is injustice. There are awful accidents and unpredictable events which affect our lives. But you can't write those things. You should simply pray to the one whose name we are not mentioning that those things don't happen to you. Or for the strength to deal with them if they do.

The ending you should be think-

ing about, the ending you should have in mind as you write every day, is what should happen if justice is to be served. You must think, as author, what will happen to me if I get just what I deserve. That's the kind of ending most plays have. There is more justice than we'd all like to think, in the theatre and in life.

One last thing. You're going to need a title. It can be a working title, based on what you think the subject of your life is now. And you can change that title later, if you want. But if you find you're changing the title of your life a lot, then you will probably have to admit you don't know what it's about.

I like short titles. *Getting Out*, *'Night*, *Mother*. But *Cat on a Hot Tin Roof* sold a lot of tickets, so a long title is not necessarily a bad idea. Knowing what we know about Tennessee Williams now, *Cat on a Hot Tin Roof* seems quite accurate for his life, I think. Actually, that title could describe all our lives from time to time. Perhaps that is why this play is so well-loved.

So what are you going to call this play that has you at the center of it? *Making It Big?* *Doing It Right?* *Taking My Time?* *Fooling Around?* *Getting More Sleep?* Who knows? Only you know that.

And we're back to where we started. I said it was an old writing maxim that you should write what you know. So, you have your degree now, or you will at the end of this ceremony. There are no more assigned topics, no more term papers. You're free to write whatever you want.

Write your Life. If you do it well, I promise you, a great many people, some people you love, some people you don't even know, will see it, and stand, and applaud you. ♦

*Marsha Norman won a Pulitzer Prize for her play, "Night Mother," in 1983. This article is taken from her commencement address at Agnes Scott in May.*

# Playing Your Cards Right

B Y  
G A Y L E W H I T E

Gayle Gellerstedt Daniel '71, panel moderator for the recent "Prisms of Power" symposium at Agnes Scott, enviously eyed the closed door of the empty men's room in Presser Hall as she stood in a long line outside the women's room. Then she and several of her companions realized the irony

of their position: no men in sight, and yet women were intimidated by the sign on the door.

"Here we were talking about power, and none of us were willing to go into the men's bathroom," she later told her audience. "We staged our own powerful takeover."

Although women's increasing power may not be frequently felt in men's rooms, their economic and social influence usually pervades most other realms, especially women's causes and institutions.

Ms. Daniel's own influence affects the session of Central Presbyterian Church, the boards of Exodus Inc.,

the Central Health Center, the YWCA and the Girl Scouts. She was selected one of Ten Outstanding Young People in Atlanta in 1985.

"Institutions like Agnes Scott are going to be affected by women who can provide financial resources, and who can raise financial resources and community consciousness," she said. "As we gain power, we have to give back to institutions like Agnes Scott which have supported us."

Women's support of their institutions measure their status in the marketplace, said Frankie Coxe, president of Haas Coxe & Alexander, the oldest and largest fund-raising firm in the Southeast. Ms. Coxe served as a member of the symposium panel "Reflections on Women and the Power of Money."

"I think as women have more money, they are going to understand



better the power of money and what money can do," she said.

Educational institutions have a built-in support system in their graduates, she said. As alumnae accumulate influence, the institution can expect to gain. Women's control over money is steadily growing, in corporations and foundations and over the family checkbook.

"We are seeing indirect effects of women being in more control of their lives," said Lucia Howard Sizemore '65, director of alumnae affairs. "We have had several record-breaking years in alumnae gifts to the College. It may be that as women are earning more, [they are] more in control of their lives, and are giving more to their own institutions."

As women's economic power increases, so increases their fund-raising abilities with major corporations and foundations, organizations with

"the big bucks," said Ms. Cox.

"It's a confidence situation. As women see themselves on a peer level with people they're asking for money, they will be better fundraisers."

The acceptability of women's aspirations to power, especially economic power, is a new one, noted Betty Smulian, chair of the board of Trimble House Corp., which manufactures outdoor lighting fixtures.

Traditionally, it was considered unladylike to discuss money, she said. "It was OK to take money from Daddy, OK to take it from husband, but not OK to think of money as something to achieve on your own as a career goal or a reward." Money was not a nice word, she said, "especially in mixed company."

"Women are coming to realize the value of economic power — that

there is power in money and it's not a crime to recognize and aspire to it, and to realize what money can accomplish in a positive sense."

Ms. Smulian serves on the Committee of 200, a group of women who own businesses with gross sales over \$5 million annually or who run companies with assets of \$20 million or more.

"This is a fantastic group of achieving women," Ms. Smulian said. "They serve on important boards. They are catalysts for projects to improve their states and cities. They are lobbyists for many concerns. And they are listened to, not only because of their considerable talents, but also because of their economic clout. They are the button-pushers and they get involved." Most American women, especially Southern women, have yet to reach this stature, however.



ROB BRINSON

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"The Southern woman's attitude toward money is holding her back," Ms. Coxe believes. "We've been in the suppliant position regarding money for too long to change overnight. And many don't want to change roles. They're not unhappy with the mink and the emeralds."

Other drawbacks to power are fear of rejection and lack of understanding of the good-old-boy network, she said. "A number of studies indicate that men are greater risk-takers. You know the old saying that you can't make an omelette without cracking the eggs. If you're going to accomplish anything significant you're going to cross or offend some people. They will reject you. They will reject your ideas. And again, we curly-haired, little darlings were taught by our Southern mamas not to offend anybody."

Coxe said that most men understand the exchange of favor. Women hesitate to collect on a debt duly owed. "In the male world when you do somebody a favor, you have a chip out, and they know that you're going to collect at some time," she said. "And, they don't resent it. These are the rules of the game. This is what makes the world turn and most men enjoy the game. This is power."

For these reasons, most women, although excellent at raising money through events and fund-raisers, feel inadequate to seek large donations, especially from people they know, she said.

Of course, women exert power in other ways. One way to influence is their work with organizations.

James A. Crupi, former director of the Georgia World Congress Center Institute and now president of the International Leadership Conference in Dallas, is a "power consultant." In an analysis of Atlanta's power structure Crupi concluded that "women, by and large, are locked out." For them, he said, the real route to power is through volunteer work.



Candy Kaspers is president of Kaspers and Associates, which specializes in management and team building. "Probably the best, easiest way to [become] a part of the power base in the community is to join an organization. You can benefit through collective power."

She cited Women Business Owners, an organization she served as president, as one example. After members of the organization realized that women receive a much smaller percentage of foundation grants and funding than their male counterparts, they started their own foundation.

Organizations also offer "a marvelous opportunity to really get involved," she said. "You have to understand this is a terribly ironic statement coming from me, because up until a few years ago, I equated volunteerism with exploitation."

Through Women Business Owners, whose members served as mentors for other women starting out, she learned confidence and commitment, she said. From there, she moved onto the boards of directors of nonprofit organizations.

"The benefits of being on a nonprofit board are many," she said. "First of all, you have an opportunity to help other people. If that isn't enough, you get to help other people while you help yourself, because it provides a terrific opportunity for networking, for making tremendous contacts, for skills and leadership development. All of these are extremely important elements in building a power base."

On many such boards, she said, "the drawing card is power by association." And by associating with power, otherwise powerless women can learn where power lies — who has it, why they have it.

Women may have great ideas, but lack the resources to carry them out, said Ann Wilson Cramer, section

chief for the commercial and industrial development part of the Georgia Department of Community Affairs and a former Georgia Volunteer of the Year and YWCA Outstanding Woman of Achievement. "It's our job to be the connector, to find where that influence is," she said. To do that, women must understand the system, or how to get things done. Then, they can pull the forces of the system together.

"And that's where we as women can do what we do best," she said. "What we've done traditionally in our feminine perspective is to collaborate, communicate, coordinate."

Southern women in particular know how to combine strength and gentleness, a mix that puts people at ease, said writer Sharon McKern in her book "Redneck Mothers, Good Ol' Girls and Other Southern Belles." Ms. McKern wrote, "The old-fashioned Southern belle, helpless and vain, could not be taken seriously by [real] women, long accustomed to getting their hands dirty when the ox is in the ditch."

Women undervalue their abilities, tending to see their talents and strengths as somehow less valuable than other traits. They look instead at what they don't have.

In a speech at the "Prisms of Power" seminar, Dr. Siegel quoted a story by journalist Celestine Sibley. Ms. Sibley wrote of an old woman who as a child went to the circus and saw a huge elephant tied to a stake. She thought the stake must be huge to hold an enormous elephant. She was amazed when the gamekeeper picked up the stake, and it was no longer than a pencil. "Celestine Sibley makes the point that what keeps us tethered in our lives is not the stake — it's the idea of the stake."

One such stake, said Dr. Siegel, is beauty. Women spend fortunes on lotions, potions, powder, and perfume, to make themselves feel more beautiful. "Beauty is a peg that we need to get rid of."

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A "second peg," she said, is age, and a third is wealth.

Instead, women need to use their talents and positions — from wife to Supreme Court justice — to do the best they can for themselves and the community, said Ms. Cramer.

But to do so, they must overcome their own insecurities, or pull away from the stakes.

"It is very uphill work being insecure, and profoundly exhausting," says a character in "The Tightrope Walker," a murder mystery by writer Dorothy Gilman, best known for her Mrs. Polifax series about a middle-aged widow who becomes a CIA spy.

Women who feel insecure and embarrassed about power should focus on goals instead, speakers at the seminar said.

"I didn't think of the power in any of the jobs I've had," said Marjorie Fine Knowles, dean of the college of law at Georgia State University. "I thought of what I could get done. That's an aspect of women's socialization that I wish were spread more widely among men."

Even Frankie Coxe, a successful and influential woman by anyone's standards, said she prefers not to talk about power. "I prefer to think of goals, challenges."

After poring through self-help books from "Power!" to "Success!" to "Dress for Success," and even "The Art of Deception" and "Eat for Success," Dr. Siegel gave up on her blue blazer, closed pumps, Rolex watch and burgundy brief case — the "power uniform" — and turned instead to a book called "In Search of Excellence."

"It points out that good leaders, successful leaders, powerful leaders, are not those who dress for success, not those who do all the things in the art of deception. It's those who truly are feeling good about themselves, feel good about others, see their role as freeing, not restricting," she said. "[Those] who think of themselves as being authentically themselves."



Once women decide to spend their energy on pursuits more constructive than treading the waters of their own insecurities, they must decide how to channel their efforts. Change will happen anyway, noted Ann Cramer. But women need to know not only how to change things, but how to affect the change that's naturally going to occur.

Women have to make sure they use their energies, power, or influence in ways that benefit themselves, their communities, and all of society. The burden of touting many causes has historically fallen to women. Network newswomen point out that only when those organizations hired female reporters were stories about battered women, child abuse, and the inequalities of the divorce laws treated as serious national issues on the nightly news.

For example, one speaker took part in a Chamber of Commerce project on "The Community in the Year 2000." It fell to the three women among 80 committee members to discuss the arts, children, education, health and human services, while the men focused on transportation, development, and economics.

So in considering their uses of energy, women should not forget the continuing battle to wipe out discrimination, noted Dean Knowles. She expressed frustration with law students who fail to see the need to work for change, until they are shut out of major firms or denied promotions because quotas for women have already been filled. "I thought we learned a long time ago that as long as we kept it an individual problem it never got solved," she said.

As women combine their talents and resources to work on community and gender problems, they may find their individual problems easier to solve. Women's institutions, already doing great things for women, can

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do even more as their graduates support them to a greater degree.

"Prisms of Power" was the idea of Lowrie Alexander Fraser '57, then chair of the Alumnae Board's continuing education committee and a member of the Atlanta Women's Network. "Doing the symposium appealed to us because we felt Agnes Scott had always provided women with an opportunity to find their own abilities," noted Lucia Sizemore.

She cites other examples: Mary Duckworth Gellerstedt '46, first woman president of the Atlanta Symphony Board of Directors — not the auxiliary — and a member of "forty 'leven" other boards; Susie Goodman Elson '59, president of the National Mental Health Association; and Dr. Carolyn Piel, '49, the first woman president of the American Pediatrics Board.

Whether they are in the boardrooms or the nurseries, managing employees or their own children, drawing six-figure salaries or volunteering in a church soup kitchen, women can exert tremendous power. But once women gain power, they share the same dilemma as men.

"What is our power for?" asked the Rev. Nancy Hastings Sehested, who had the courage and the conviction to become a Southern Baptist minister at a time when few women can.

"It is power to say 'no' to those who build separations, and 'yes' to those who build communities. It is power to call people and institutions to break down barriers that divide people, whether they are barriers of race or sex or clout or intelligence or economics. It is the power to heal pain and brokenness. It is the power to facilitate change. It is the power to play midwife, assisting people to give birth to their full humanity. And somewhere we've got to build a community where people are transformed from old oppressive ways, where the old ways pass away and all things become new." ♦

Gayle White is a writer for The Atlanta Journal.



SPRINGER/BETTMAN FILM ARCHIVE



*Sexual issues have  
brought controversy to  
nearly every generation.  
Because of the threat of  
AIDS, students' choices may  
now involve deadly risks.  
On campuses nationwide,  
there's a new message:*

# LOVE

CAREFULLY

In Africa, where AIDS has reached epidemic proportions, an idiom is making its way into the vernacular that translates into English as "love carefully."

U.S. college administrators find themselves grappling with ways to get students to listen to—and heed—this message.

Agnes Scott began last February with a series of lectures on sexuality. For three days Dr. Isabel Rogers '45X, recently elected moderator of the General Assembly of the Presbyterian Church and a professor of applied Christianity at the Presbyterian School of Christian Education, spoke with students individually and collectively on sexual ethics and morality.

"What I liked about Izzie's presentation is that she didn't tell us what to do or what to believe," said one

student later. Instead Dr. Rogers hoped her lectures would "help build in young people the kind of maturity [where] you don't have to tell them what to do."

According to College Chaplain Miriam Dunson, the idea for the series came about after faculty, staff and students discussed issues of importance to students. "One of the first topics that emerged was: 'How do you make ethical decisions?'" said the chaplain. But it soon became clear that the greatest concern to students was how to make ethical decisions about sex and sexuality.

Dr. Rogers' task was to allow students to create a context within which to think about these issues and make their own decisions, explained the Rev. Dunson. "There's a need for

a community like this to engage in moral discourse," she says, "not to pull back or polarize, but to engage in conversation."

Dr. Rogers had lots to say about sexuality and a person's response to it. "On the one hand, we say we want to be free, we want to enjoy sex as simply a natural part of life," she notes. "On the other hand, for us [sex is] not natural. We are preoccupied with it, titillated by it. It's something mysterious and evil and sort of forbidden to us."

Within a theological context, sexuality becomes as complex as the whole spectrum of human relationships, she says. She quotes British theologian Norman Bittering as saying: "Sexuality is not only part of God's creation; it is perhaps the central clue to what God is up to in the world."

BY STACEY NOILES

## Lessons on casual sex

Young women in the '80s seemed to learn a lesson from their predecessors of the previous decades. Casual sex might be fun for a while, but in the long run it alienates—making the body a “pleasure machine,” in Dr. Rogers’ words, with no real connection or feeling for each sexual partner. But what constitutes casual?

Among female college students there is more often an ambivalence about sex. At a single-sex institution like Agnes Scott, differing ideas about sex and morality can clash loudly in such a close setting.

Some young women are adamant about abstaining from sex until

way than I am now. A lot of that is maturity—being able to accept other people’s ideas as well as my own—being secure in what I feel is right and what I don’t feel is right.”

Social scientist Mirra Komarovsky studied college sexual norms as part of her book, “Women in College.” Her study followed 232 students at a northeastern women’s college from freshman to senior year. Of these students, 51 percent were still virgins their sophomore year, 40 percent had had one or more lovers and 9 percent gave no conclusive information.

One student characterized the sexual ethic at her college as this: “It is generally assumed that women [here] will have some sexual experi-


explain their failure by chastity [which was the norm], and are apt to experience some sense of inadequacy or rejection.” Often they attempt to deflect these feelings back to women. Still, the women Ms. Komarovsky interviewed were more likely to reject casual sex and attempt to build friendly relationships with men before engaging in sex.

Male students exert one type of pressure, but sometimes peer pressure played a role as well. “Most people won’t jump on someone whose reasons are religious,” remarked a student in “Women in College.” “But if a woman expressed just a moral compunction, then other women will most likely argue and attempt to convince her that sexual relations with a boyfriend are not immoral.

“The variation of sexual norms confront(s) the individual with moral choices,” Ms. Komarovsky writes. “Those fully integrated into a group of like-minded friends enjoyed the security of . . . a consensus.” However, notes the author, this did not always solve problems if a person had friends outside the peer group with different attitudes. “For some,” she says, “this confusion created a tormenting problem of choice. Even the degree of sanctioned communication about sex varied enough to generate stress.”

During a discussion with a group of students from this campus, one Agnes Scott student echoed that sentiment. “When I came here, I expected it to be a lot more closemouthed than it is about sex. You walk down the hallway, you can hear people talk—talk loudly. Not necessarily about their [experiences] but about the sexual issue in general. Nobody’s concerned about whether you hear or not. It’s a funny issue, I guess, and a lot of people laugh and they like to talk about it.” Her discomfort was clearly evident as she continued to explain her disapproval. “I’m from a small southern town. If sexual things go on, they stick out of the rug. In high school, we had maybe one or two girls who were known to be sexually active.”



  
 Silent screen stars  
 Greta Garbo and John  
 Gilbert in “The  
 Flesh and the  
 Devil.” (1927) The  
 film predates the  
 Motion Picture  
 Production Code by  
 7 years. Steamy  
 clinches like this  
 would become all  
 but extinct under  
 the code.

marriage. Others, realizing that women are getting married later in life, may prefer not to wait until the ultimate commitment. Deciding whether or not to have sex is not like choosing a party dress. It takes lots of reflection and thought about what life may hold further down the line. “I don’t have premarital sex and I haven’t made the decision that I’m going to wait until I get married,” says one Agnes Scott junior.

She thinks people should make their own choice based on their maturity and what they think is right for them. “When I get around people perhaps they might feel guilty because they have sex when they find out I don’t. But I think what bothers me most is people of whatever kind condemning the other. I know in high school, I was a lot more that

ence in their four years of college. Ideally, what is desired is a relationship based on friendship and love, though not necessarily involving a commitment to marriage. One-night stands and sleeping around are disapproved [of], as are the sleazy teasers who are out to collect men.”

“By and large, having a boyfriend bestows prestige,” says another interviewee. “When you are sleeping with someone, it does give you a slight edge. You are somehow considered a little tougher, a little better.”

Most students Ms. Komarovsky interviewed expressed annoyance about the pressure for casual sex. Most young men, spurred on by the promise of “easier” sex and a relaxed social climate, are confused when women don’t share their attitudes. “They cannot as easily as in the past



Instead, witty, sophisticated comedy such as that honed to an art by Tracy and Hepburn in the '30s and '40s became the norm. As for melodrama, all bad guys (and girls) got their comeuppance in the end.

Other students may feel that their more experienced peers are the best source of information regarding sex. Mary Lu Christiansen, a certified nurse-practitioner who attends to students at the College's health clinic, admits it is sometimes an uphill battle for them to gain students' trust. "Maybe one of the fears is that everybody is going to assume that you're sexually active [if you ask about sex]," she says. "The value judgments that their parents and teachers instill might make them assume that anyone over college age won't understand."

"I'm close to my mother," says one Agnes Scott student. "But her attitudes and belief systems are so different from mine. She was reared in a small town in Mississippi. Pre-marital sex, my mother?" the student asks rhetorically.

Says another, "My parents have a different attitude about my brothers having sex than about me having sex. They realize when they say it that it sounds stupid, but it's still there. [Parents] are not teaching sons that they need to be responsible. It's still the woman's burden. Women are whores if they sleep around, men are masculine." For more than a few, parents can be a source of misinformation regarding sex. Some stories are funny, others painfully dramatize how little people continue to know about sex.

"My grandmother told my mother that she came out of the Sears catalog," said one student, laughing.

Another related how her mother explained menstruation. "She told me, 'You release this egg and the reason it hurts is that it's coming down this little tube and it's so tight that when it gets down the tube, if there's not a sperm right there — waiting for it — the egg bursts open and blood comes out.'"

Such tales cry out for the need for education. At Agnes Scott, students are free to ask for as much information as they desire. "I don't think young women can make an intelligent, rational choice unless they have all the information available," says Mary Lu Christiansen. "Our number one responsibility is education."

Some students are very knowledgeable about sex when they arrive at college, others know little. "I think we have a very normal population here. Both ends of the spectrum and everything in between," says Ms. Christiansen. Higher education

allows — even encourages — the individual to seek information on her own. But some people might ask: can we afford to wait until a person gets to college to line up their p's and q's about sex?

Part of the problem is that the country can't quite agree when and if sex should be discussed in public school systems. "Human sexuality is a moral issue in every society," Harvard Psychology Professor Jerome Kagan told Time magazine. "But while some societies have a consensus on sex, ours doesn't."

Although surveys show that about 80 percent of Americans favor sex education in public schools, Mary Lee Tatum, a sex-education consultant, said in the same article, "Under 15 percent of U.S. children get really good sex education. We are only beginning to institute adequate programs."

Because of the threat of AIDS, Surgeon General C. Everett Koop controversially proposed teaching about the disease "at the lowest grade possible" in an ongoing sex-education curriculum. He later clarified that grade as three. His proposal came from a now-infamous 36-page report on AIDS requested by the Reagan Administration and released last year. "We warn our children early about the dangerous consequences of playing with matches or crossing the street before checking for traffic," he said upon the report's release. "We have no less a responsibility to guide them in avoiding behaviors that may expose them to AIDS."

CONTINUED



Life magazine wrote in 1940, "U.S. producers, knowing that things banned by the Code can help sell tickets, have been subtly getting around the Code for years." This still of "From Here to Eternity" (1953) attests to that.





For perennial good-girl Doris Day, sex was forever a sticky subject. Here, in a scene from "Pillow Talk" (1959), an irate Rock Hudson barges into her bedroom. The epitome of 1950s virility, Hudson died of AIDS in '85.



attention to the insight that sexuality is crucial to God's design that creatures not dwell in isolation and loneliness but in communion and community."

## Becoming fearful to tread

While some may argue that the pendulum is swinging the other way in terms of casual sex, another more chilling and odious signal to the end of sex for sex's sake is Acquired Immune Deficiency Syndrome. AIDS has made sexual freedom the intimate equivalent of a minefield in the '80s—one misstep could end a life.

Unfortunately, administrators realize that the last group to grasp the significance of that fact are college students. Said one UCLA student in Time magazine, "I've been in situations where it's fun and you're at the point where you're so aroused, you're not going to want to stop. You're not thinking five years down the line, you're thinking now." An Agnes Scott junior concurred. Would the threat of AIDS make her think twice before having sex with someone she doesn't know too well? "I think the physical want for sex overrides that," she says. "It could happen to you, but you think you're careful."

The denial and feelings of immortality of youth are what college health officials are attempting to fight on their campuses. Some schools, such as Berkeley, Dartmouth and Rutgers, have passed out safe-sex

Most opponents believe that sex education as taught now is not used to guide students in "avoiding behaviors." What is now considered "value-free" instruction includes information on homosexuality or other alternative lifestyles that rub many parents the wrong way. Secretary of Education William Bennett derisively calls this type of sex-education the "feel-good philosophy"—whatever feels good, do it.

"Sexual behavior is a matter of character and personality we cannot be value-neutral about," Bennett told the National School Boards Association in January. "Neutrality only confuses children, and may lead them to conclusions we wish them to avoid. Sex education courses should teach children sexual restraint as a standard to uphold and follow."

As one grows older, neutrality can turn to ambivalence, which for adults can be just as confusing. Dr. Rogers believes that Christian theology sees sexual sin not only in terms of specific acts, but in terms of how people feel about themselves and their bodies.

"We tend to think of sexual sin as things we do," she says. "But Christian theology, while quite aware that sin expresses itself in acts, sees it as so much deeper than that.

"Sin is the condition of alienation," she explains. Sexual sin can be seen as alienation from oneself. "It's making my body, which is sexual, into an object that's apart from

me. I can use it as a pleasure machine and sex becomes recreational. Or, I can see my body as a threat to the rationality and spirituality that is me and so I repress my body and feel guilty about it.

"Either way," Dr. Rogers concludes, "I'm making my body something different from the real me. This is sin as alienation from the bodily wholeness that God has created." The sexual explicitness and freedom that occurred in the '60s and '70s challenged prior assumptions about human sexuality and its relationship to God. In an article published in The Christian Century, Dr. James B. Nelson, writes, "While the recent sexual revolution often seemed more intent on self-fulfillment through unfettered pleasure than on the quest for intimacy, it did prompt new theological reflection on the spiritual significance of sexual hunger.

"Theology has been giving new



By the late '60s the Production Code had vanished, a victim of the emerging permissiveness of the decade. In 1969, audiences were titillated by Ann Bancroft's seduction of Dustin Hoffman in "The Graduate."



kits to students. At Columbia University the graphic, clinical language of its 30-page pamphlet on safe sex gets the facts across clearly, with "no room for confusion," according to Time magazine.

At Agnes Scott, the health center has pamphlets prominently displayed for students' perusal on topics from AIDS and other sexually-transmitted diseases (STDs) to birth control methods. Shortly before the last term ended, Dr. William Budell, staff physician at Emory University Student Health Center, was invited to speak to the College community about the threat of AIDS. "AIDS and sexually transmitted diseases continue to touch the lives of an ever increasing number of young adults," wrote Director of Student Health Pat Murray in a College-wide memo. "We as a college community must openly and honestly deal with these issues. With this in mind, I encourage you to attend this program."

Health services officials here hope to do even more next year to educate students about the dangers of AIDS and other STDs. "Part of our role as health practitioners is to be their advocate and help them in any part of the health process [including education]," says Mary Lu Christiansen.

Dr. Budell's presentation was met with very straightforward and incisive questions from students about AIDS, for which a cure has not yet been found. "It's not sex that causes AIDS," he told his audience. "It's having sex with someone who has the virus."

The HIV (human immunodeficiency virus) seeks out T-4 lymphocytes — the center of the body's immune defense system. The T-4 coordinates the immune activities of white-blood, antibody producing cells and the like. The T-4's destruction leaves the body unable to cope with very common and otherwise non-lethal infections, according to Dr. Budell. The T-4 is the achilles heel of the human immune system.

The only effective way for people

not to become infected with the virus, which is known to be transmitted only through bodily fluids like blood and semen, is through abstinence or safe sex. Since no one foresees mass abstinence in the near future, colleges hope to educate their students on the importance of choosing sexual partners wisely.

That is proving to be no easy task. "It's hard enough for health educators to teach this age group to teach each other about using contraception," says Jeffrey M. Gould, a member of the American College Health Association's AIDS Task Force, in a recent Chronicle of Higher Education article. "If it's impossible to talk about contraception, how much more impossible to

"A majority of people will find some time in their life the deep intimacy of sexual intercourse, so love carefully is the word for that. Not just because of fear of AIDS — though that's real and valid, but mainly because of the way God has created us.

"I believe God intends for us to use [sexual] union not for fleeting contact . . . but for the kind of union in which you give yourselves to each other in long-term, intimate sharing. The deepest physical intimacy is only part of that larger sharing of all levels of life, that sharing of responsibility and continuing caring over a long lifetime," she says.

Ironically, the spread of AIDS is forcing people to reexamine how

♥  
Films like "Love Story" (1970) broke down the last barrier in films. The frank use of four-letter words in Erich Segal's collegiate tear-jerker was novel for its time. Underneath it all, however, the movie was strictly 1940s melodrama.



SPRINGERBETTMAN FILM ARCHIVE

talk about past sexual history?" he asks. Says another health educator in the same article, "We know from working with college students that while they're very bright and very intelligent, they don't know how to translate what they learn about AIDS into the way they live."

"Their ignorance may come in assessing their own risk," says Agnes Scott's Pat Murray. "This is not just a gay men's disease."

Love carefully. "That's a message that is hard to hear in our times," Isabel Rogers told the young women she faced here at Agnes Scott, many just contemplating the intricacies of sex and intimacy for the first time. "It points to a complete reversal of the sexual liberation of the 1960s.

they should become more responsible — to themselves and to their partners. Monogamous relationships are coming back into vogue as AIDS insidiously weaves itself into the fabric of an already knotty sexual landscape. What most health care officials hope is that the process of self-examination does not take too long. Their main concern is that young people start to understand that the very things that make burgeoning adulthood vital and exciting — openness to alternatives and experimentation — may signal the beginning of the end for a new generation of young adults. ♦

## Gala inaugurates Centennial Campaign festivities

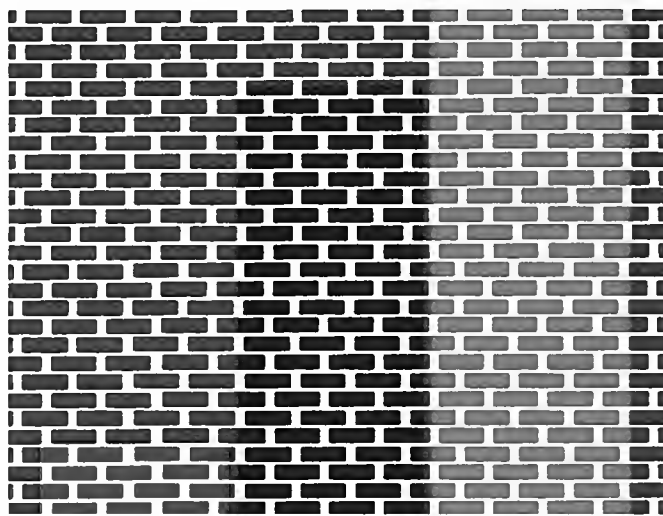
In the weeks leading up to the Centennial Campaign kickoff, the excitement was almost palpable. The kickoff to Agnes Scott's largest fund-raising campaign began with a gala dinner on Sept. 22 at Atlanta's Commerce Club.

The campaign goal is \$35 million. Of this amount, the administration has earmarked \$17.9 million toward the academic program and endowment, \$15 million for campus improvements and \$2.1 million for annual operating funds.

Board of Trustees Chairperson L. L. Gellerstedt, Jr. admits the amount is "ambitious" when the size of Agnes Scott is compared to that of Emory and Georgia Tech and their campaign goals. "But there isn't any question in my mind that we'll make it," he says.

Agnes Scott already boasts one of the largest endowments per pupil in the country. So why the additional funds? "Unlike other small liberal arts institutions who will most likely struggle through 1990 just to maintain the status quo, Agnes Scott is in a principal position — partly because of our endowment and partly because of our heritage as a quality institution — to continue its distinctive role as a college for women in its next century," says President Ruth Schmidt.

The administration hopes that a seven-point academic plan with an emphasis on fine arts, writing, international awareness, physical activities, transmission and formation of values, science education, women's studies, and writing will insure the



\$2.1M Annual  
Fund

\$15M Campus  
Improvements

\$17.9M Academic  
Endowment

College's distinction. The plan was developed and unanimously endorsed by the faculty last year.

"Our ability to become an even more outstanding institution hinges on raising the money to underwrite these programs," says President Schmidt. "We also want to continue to meet 100 percent of student's financial aid needs in an era in which reductions in federal aid pose a threat." A \$3 million scholarship goal included in campaign planning would make this possible.

Sometime in early 1988, the dust will begin to settle as contractors finish the last of the major campus improvements. The new physical activities building will be completed and two existing buildings, the Bucher Scott Gymnasium and Walters Infirmary will be transformed into the Wallace M. Alston Campus Center. Already finished are the track and field, renovations of Agnes Scott, Inman, Rebekah Scott

and Walters Halls and Evans Dining Hall, and the newly landscaped George and Irene Woodruff Quadrangle, dedicated September 26.

College officials borrowed more than \$18 million to finance these improvements. "We believed it was financially astute to borrow the money rather than waiting to raise funds and allowing buildings to deteriorate further," says the president. "We wanted to offer fine residence halls and facilities to students. Before the renovations, some residence halls were a negative factor in recruiting students, rather than the positive one they are now."

The campaign will move through three stages. The first will concentrate on major gifts, the cornerstone being a \$14 million bequest to the College by George W. Woodruff. Any amount above \$50,000 is considered a major gift.

Primary gifts, in the \$10-49,000 range, follow. And mass canvassing by direct

mail and other means will begin during the summer or fall of 1988. Gifts to the College can come in various forms, including stocks, bonds or gifts-in-kind. Pledges made to the campaign can be paid over a five-year period.

Officials hope that there will be productive fallout from the extensive research and effort being put into the Centennial campaign. "We'd like to establish permanent and solid corporate and foundation support," says Rickard B. Scott, vice president for development and public affairs. "Most important, by such mass canvassing [of alumnae and friends], the College can uncover a whole new network and dimension of volunteers and financial support.

"We can tap the talents and resources of lots of people out there just waiting to be asked," he adds.

The campaign's theme is "keeping the promise." That promise was set down by Agnes Scott's first chair of the board of trustees, Dr. Frank Henry Gaines, during the first year of the institution. He envisioned Agnes Scott possessing "a liberal curriculum fully abreast of the best institutions of this country."

"Our task is to fulfill the promise to women who will live most of their lives in the 21st century," says President Schmidt. "Agnes Scott must provide an education that is appropriate to their needs — just as it has for women of the 19th and 20th centuries."

A successful Centennial campaign will achieve those goals and help insure that Agnes Scott remains a vital and productive institution for years to come.



## Fall Annual Fund drive gets underway

The Office of Development plans a big year, says Mary Ann Reeves, the new director of development.

An October phonathon for the Annual Fund will begin the fall calendar and Parent's Day will be November 7.

"Parents are invited to come to Agnes Scott to see what's happening on campus and what their daughters are

doing. They'll have a chance to see new buildings and other changes," says Ms. Reeves.

Campus improvements are part of the Centennial campus being readied for the College's big birthday in 1989. The Annual Fund provides for the day-to-day College operations and although last year was a record one for the fund, it still fell short of the goal. "Obviously, we had hoped for a higher percentage of alumnae giving than 39 percent," says Dr.

Rickard Scott, vice president for development and public affairs. This year the development office hopes to raise \$450,000 from alumnae with 45 percent participation.

"Our number one goal is to add an Annual Fund director," says Ms. Reeves. This person would educate alumnae, friends and parents about the fund — what it is, why it's important. "The Annual Fund is ongoing and important every year," she says. "We want people to be aware of that.

"Any gifts to the Fund will also be credited to the Annual Fund component of the Centennial Campaign," she adds.

In addition to monetary goals, Ms. Reeves says she hopes to start a newsletter on taxes and financial planning for interested individuals. She also wants to create an investment planning seminar for women in the spring, perhaps in conjunction with the Alumnae Association.

## The scramble is on in renovated Evans Dining Hall

Cafeteria style is out. "Modified scrambled" is in. For those who like their eggs over easy without having to wait behind someone who prefers theirs with a side of bacon, the remodeled dining hall will be just the ticket.

Modified scrambled serving areas are designed "so that if you only want a soup and salad, you can go directly to that area, bypass the rest and walk out," explains Vice President for Business and Finance Gerald O. Whittington. Cafeteria style slows the line because diners must walk by every single menu item offered to get what they want.

Mr. Whittington expects initial confusion as students learn where to turn for what, but he believes that in the long run, they'll like it much better. "There were always complaints about slowness around peak times," he says. And "the nature and variety of offerings will be greatly enhanced."



Not only the serving area was spruced up. In the kitchen, gleaming new ranges, freezers and holding bins replace old equipment in place since the 1950s. The vaulted ceiling was lowered and the long pendulum light fixtures — prone to catching dust that could fall in food — were supplanted by brighter fluorescent lighting. A sleek fire-suppression system over the grill area completes the picture.

The facelift also includes

new windows and flooring in the main dining hall. Seating by the windows will be partitioned to provide meeting areas or quiet mealtime conversation. Both the main room and the faculty/staff dining room have new paint. Architects created a presidential dining room from a former cloakroom situated at the front of the building.

The project was delayed a year or two, according to Mr. Whittington, "because there wasn't the time to do it during

the summer, and we couldn't do it when the students were here." Summer conferences on campus often intervened, but this year the City of Decatur allowed College personnel to use the kitchen facilities at Decatur High School to serve meals to conference participants in Rebekah Hall dining Room.

Jack Bailey and Associates served as architects for the \$600,000 renovation, and Joseph Comacho consulted on the kitchen design.

Agnes Scott College  
Decatur, Georgia 30030

Nonprofit Organization  
U.S. POSTAGE  
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Who is this woman?  
Check out the centerfold  
to find out.









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**Do Not Take From This Room**





IN A LITTLE LESS THAN  
100 YEARS, AGNES  
SCOTT COLLEGE HAS  
EMERGED AS A LEADER  
IN EDUCATING WOMEN  
IN THE SOUTH AND  
ACROSS THE NATION.

Now, at a time when  
many other women's  
colleges are abandoning  
their original mission,  
Agnes Scott holds firmly  
to its vision: to educate  
women who make a  
difference in the world.

The College was  
founded on this promise:

So that we may keep  
our promise to students  
of the future, the College  
is undertaking a capital  
fundraising effort the  
scope of which is unpre-  
cedented in its history.

The Centennial Cam-  
paign for Agnes Scott  
College seeks to raise  
\$35 million.

Of that total, \$17.9  
million will support pro-  
grams in the fine arts,  
international studies,  
physical activities, trans-  
mission and formation  
of values, women's  
science education, com-  
puter technology, the  
study of women, writing,  
and academic services.

Another \$15 million  
will go toward maintain-  
ing and updating our  
exceptionally lovely

campus: renovating  
three residence halls,  
landscaping, creating  
a new campus center  
from existing buildings,  
and constructing a new  
gymnasium. Finally,  
\$2.1 million in annual  
fund contributions  
will bolster day-to-day  
campus operations.

The Centennial  
Campaign demonstrates  
Agnes Scott's commit-  
ment to women who

will live most of their  
lives in the 21st century.  
Agnes Scott must provide  
an education that sup-  
ports their talents,  
dreams, and ambitions—  
just as it has for women  
of the 19th and 20th  
centuries. That is our  
goal. That is our promise.

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THE CENTENNIAL  
CAMPAIGN FOR  
AGNES SCOTT  
COLLEGE



1000

On the other hand, the  
Agency's efforts to  
improve the  
ambulatory care  
education can take  
us even further



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THE CENTENNIAL CAMPAIGN FOR AGNES SCOTT COLLEGE

